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ABSTRACT

The recommended standards for library service in a number of countries starts with public libraries, covers also school libraries, libraries in universities and other institutions of higher education, special libraries and concludes with national libraries. It illustrates how each is but one part of a wide spectrum of interdependent library provision. The study brings out the common ground there is not only in the standards for different countries for the same kind of library but also in the standards for all types of library. This is primarily because standards everywhere represent principles of good librarianship which cannot vary greatly from country to country. Largely because of this, in drawing up a model set of standards for the principal types of library for use by the developing countries, it has been possible to produce a framework which states many standards in general terms thought to have universal application. But quantitative standards have not been stated since these must vary according to local circumstances and must be worked out on the spot, in individual countries or regions. (Author/NH)

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STANDARDS

FOR

LIBRARY SERVICE

by

F. N. Withers

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School of Librarianship, London)

LI 002 782

February 1970

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CORRIGENDUM

page 84, line 10. Substitute "attained" for "attaining".

page 98, line 16. After "whole of" insert "their area, but the standard of service which they could provide over".

pages 98 and 99. For quotation at bottom of page 98 and top of page 99 substitute:

"But a local library of this kind needs to be supported by a specialist service having greater resources, first to provide reference and information services based on large and specialized collections of materials and serviced by specialist staff, and secondly to supply to individuals, institutions or groups (including local industry and commerce), books or sets of books on particular topics which would be beyond the resources of a local library and which it would not be justified in providing in view of the limited demand. ... Many library functions could however be satisfactorily exercised by smaller authorities (with an urban nucleus so that there would be some concentration of the stock of books) if they could rely on some really large authorities to provide the supplementary facilities described in paragraph ... above. The Department's view is that authorities of the normal minimum size prescribed in the Public Libraries and Museums Act 1964 (1) are likely to be too small in future to provide a comprehensive local service and, if the demand for more specialized books and services grows with rising standards of education, the minimum size for efficient library authorities might become, say 100,000".

page 101. Last paragraph is subordinate to Libraries giving more than the basic service; heading should be (c) Smaller branch libraries.

page 122, line 38. Delete "or".

page 138, line 8. After "workshop" delete "at", begin new sentence "On".

page 145, line 24. For "The library Association" read "The Library Association".

page 166, line 31. For "periodical" substitute "periodicals".

page 206. V STAFFING-GENERAL line 4 "personnel" should be "personal".

page 223, line 2. Delete "pages 254-5"; substitute "page 220".

PREFACE

This document represents the results of a research project carried out by IFLA for Unesco under contract, describing the standards for library services currently recommended for libraries of all types in different countries, and, as a result of the study of this information, it has been possible to suggest, in simple outline, sets of standards for different types of libraries which can be applied in the developing countries.

After a general introduction to the subject of standards of library service, there are chapters on standards(1) for:

(i) public libraries, containing details of recommended standards for sixteen countries, with a comparison;

(ii) school libraries, with standards for four countries;

(iii) university libraries, divided (in accordance with the Unesco/IFLA definition) into university libraries proper and libraries of institutions not, in a strict sense, forming part of a university: the standards described come from six countries;

(iv) special libraries, and

(v) national libraries.

The writer regrets that he has been unable to provide information about standards of service recommended for the various types of library in the USSR and the socialist countries of Eastern Europe comparable to that which he has been able to provide concerning other countries of the world. This is largely due to the difficulty of language. His attention has been drawn to material in Russian and other languages, but it has not been possible in the time and with the financial resources available to translate all of these and to extract the necessary information. Information which has been supplied in English, or which it has been possible to translate, is however included in an Appendix and, as a result, the standards described are more representative of the different parts of the world. In addition, it has been possible to give some detailed information about public library building standards and related questions in two of the countries. A suggestion has however been made in the main document that a separate study of the arrangements, and standards proposed, in the socialist countries should be undertaken by a person to whom the languages in which they are described are familiar.

(1) Consent of owners of copyright in the standards extensively quoted in this survey has been sought for the right to reproduce them.

In the final chapter on standards of library service for developing countries, it has not been possible to suggest precise quantitative standards. These must clearly be worked out on the spot in the light of local conditions. But it is hoped that the general framework suggested will be of assistance and it is suggested that, if librarians in these countries take the summaries of certain of the existing standards quoted as models, they should be able to write detailed standards for different types of libraries in individual countries or regions. The insertion of quantitative standards appropriate to the time and place will, of course, present the greatest difficulty.

Thanks are expressed to all those who have so willingly given assistance in connexion with this project, in providing information and in other ways, and to those governments, library associations and other bodies which have given permission for their standards to be so extensively quoted.

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STANDARDS FOR LIBRARY SERVICE

SUMMARY

This study of recommended standards for library service in a number of countries starts with public libraries, covers also school libraries, libraries in universities and other institutions of higher education, special libraries and concludes with national libraries. It illustrates how each is but one part of a wide spectrum of interdependent library provision.

The study brings out the common ground there is not only in the standards for different countries for the same kind of library but also in the standards for all types of library. This is primarily because standards everywhere represent principles of good librarianship which cannot vary greatly from country to country. In addition, it is apparent that standards written in one country, and standards proposed by the International Federation of Library Associations, have had a considerable influence on the form and contents of standards produced in other countries.

Largely because of this, in drawing up a model set of standards for the principal types of library for use by the developing countries, it has been possible to produce a framework - much of which is common to all libraries - which states many standards in general terms thought to have universal application. But quantitative standards have not been stated since these must vary according to local circumstances and must be worked out on the spot, in individual countries or regions.

CHAPTER I - INTRODUCTION

This is a comparative study of recommended standards of library service for different types of libraries in a number of different countries. The recommended standards in some cases have the weight of government authority behind them. In others they are recommendations by governments to bodies, like local authorities and universities which have a considerable degree of autonomy, or by associations of librarians and others to their governments and bodies directly administering libraries. Occasionally they are the recommendations of advisory commissions, committees, or councils, or of conferences and seminars attended by experts.

A dictionary definition of the word standard, such as "the specimen or specification by which qualities required of something can be tested", cannot, in the case of libraries, be satisfied solely by strictly quantitative measurements. No one can reasonably set a standard, for example, for numbers of books or space requirements, without consciously or subconsciously considering the purpose of the library in the community or institution, and how it can best play its rôle, and other matters like the extent of the total book and other resources from which the library must inevitably make a choice, the potential demand, availability of materials from other libraries literacy factors and also, all too often, economic factors.

In the public library standards of the United States, a distinction is made between the "principles" underlying the service and the "standards", which are in the broadest sense of the term quantitative. However, the authors of the documents state quite emphatically that, for a full and reliable evaluation of a library service, both principles and standards are required. In the literature of many other countries this distinction between principles - which are but one way of expressing certain qualitative standards - and other standards - which can be expressed more concretely in quantitative terms or in terms of value judgements - is blurred.

It is not possible to limit a study or statement of standards to those which can only be expressed quantitatively, and in what follows the term "standards" has been taken to cover areas both of principle and practice, or what can be properly described as both qualitative and quantitative standards. It is also essential to include in a study of standards - and in any statement of standards - many things which cannot be precisely quantified or measured, and to take into account organizational and political considerations. It is not always that standards can be formulated for an ideal situation when organizations can be made to fit neatly into requirements in such a way that the best possible arrangements can be made at the lowest possible cost in terms of manpower and materials.

Even so, these standards have their limitations. As Miss Eleanor Ferguson said in an article on the revised American Library Association Standards for public libraries(1):

"Perhaps the right book on the shelf when the user wants it should be counted, rather than its presence in the shelf list. The time all professional staff members spend on direct service to the public might be a more valid measure of staff strength than the number of professional positions. The number of periodical files kept for ten years or more might throw more light on the ability of the library to satisfy reference demands than a tally of the number of magazines currently received."

This illustrates some of the depths to which the study of standards of service can go and what sophisticated techniques of measurement need to be applied to evaluate adequately a library service.

But for many purposes the more obvious criteria, which are all the tools which most librarians and administrators are likely to have at their disposal, are enough for immediate purposes, to get or keep things going in a reasonable way.

Any useful study of standards for a certain type of library and their significance in a particular national and local situation, requires that they be studied in as wide a setting as possible. This means that, as a background in each case, there should be some understanding of the legislative and organizational pattern of library arrangements. This, like the current political and economic situation - which itself usually determines the organizational pattern - sets an upper limit to the standards which it is possible to set.

Having put the standards each into some sort of local perspective, it is possible to assemble data which relate to certain matters which can be fairly easily quantified, like numbers of various types of books and staff required, and to make comparisons one country with another. But it should always be appreciated that many of these comparisons are crude ones and that it is rarely possible to compare like with like. For example, any figures about total book-stocks or annual accessions must bear some relation to the annual book production of the particular country or in the language commonly used. None the less, some such comparisons are not altogether without value and they may, in the broadest possible way, be of help in connexion with the planning of library services in particular countries or regions.

Crude though the comparison of certain numerical standards - for books, staff and space - and how obvious many of the other standards may be to the experienced librarian and educator, they are likely to be useful as, in the final analysis, it is the non-experts the politicians and administrators, constantly involved in the battle of priorities, who will determine what level of service can be provided. To these persons the standards will convey something and help to guide their decisions on the right lines.

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(1) Eleanor A. Ferguson, "Why revise public library standards now?" AIA bulletin, June 1966.

The greater part of the document which follows consists of summaries of the available published material - and of some unpublished material - on recommended standards of library service from a number of countries.

The selection of material is far from perfect and there are, no doubt, omissions. But the author has been largely dependent on printed material to which his attention has been drawn by library associations and government officials in many countries of the world. In many cases where the material is in unfamiliar languages, it has not been possible in the time available to extract all the important data or to do justice to its significance. No information has been received from a number of countries. In some cases this may be because they have no published documents directly bearing on the subject, and consider they have nothing relevant. This is not always the case since many governments and library associations and other competent bodies are continuously considering and giving advice on the question of desirable standards of library service, perhaps more so in some fields, like school and public libraries, than in others. But such advice has not always been formalized and published, and information about it can only be obtained with the expenditure of a considerable amount of effort on the part of many people. To those persons in many parts of the world who have helped by indicating the less conventional material, like the grant requirements of certain governments, particular thanks are due.

This survey can best be regarded as a reconnaissance to see what the terrain is like. It is clearly most fertile in the field of public libraries. This is of particular interest since it is the public libraries which potentially serve the largest number of people and where, in a well-developed service, the greater part of total national expenditure on library services can be expected. Not surprisingly the ground is also fertile in the area of school libraries, and it is doubtless true that there is important standards material on this subject which has not been located or described. An important and growing field of literature is that on standards of provision in university libraries, and in the libraries of other institutions of higher education. In special libraries the standards literature is meagre, but there are signs that the subject of standards is beginning to attract the attention of experts in several countries. In the field of standards of service in hospital libraries (which is not dealt with in detail in this survey since they have been the subject of a recent IFLA publication(1)) much valuable work has been undertaken recently in several countries. Lastly, while understandably there is little written formally about standards of national libraries, there is a growing literature about the rôle which national libraries should or do play in the total spectrum of library provision in their countries.

(1) "IFLA standards for libraries in hospitals (General Service) by the IFLA/FIAB libraries in hospitals sub-section". Unesco bulletin for libraries, vol. XXIII, No.2, March-April 1969.

CHAPTER II - PUBLIC LIBRARIES

Much more attention has been given to the production of standards of public library service than to standards for any other type of library. This subject has interested certain countries for a very long time - the United States as early as 1917 - and it has no doubt been given an impetus by the Unesco Public Library Manifesto of 1949 (Note 1), and by the activities of the International Federation of Library Associations over the past twenty years of which the general statement of standards approved in Madrid in 1958 (Note 2), and the standards for public library buildings approved at Warsaw in 1959 (Note 3) are evidence.

Standards of public library service produced by certain countries have been revised, often more than once, and some other countries have prepared such standards for the first time in the past few years. This survey makes no claims to completeness even in this well documented field, but it has been possible to obtain full or partial information about such standards in the following countries and they have been summarized or described in the second part of this chapter: Australia; Belgium; Canada; Denmark; France, Federal Republic of Germany; Hungary; Italy; Japan; New Zealand; Norway; Poland; South Africa; Sweden; United Kingdom and United States of America. It has not been possible in the time available to obtain and adequately study information on this subject from the Soviet Union and other countries of Eastern Europe, concerning which only a limited amount of information has been included. A separate study of standards of library service in these areas is required which should be undertaken by a person with an adequate knowledge of the Slavonic languages.

Where it has been possible to study comprehensive statements of standards for a number of countries, it is clear that they all contain very similar statements about the part the public library should play in the community. The similarity here - and in other respects - is not surprising, since what is being expressed is the essence of good professional librarianship which, despite all the many and varied local differences and even in many cases differences of idealogy, is common to all countries.

After the rôle or objectives of the public library usually comes a discussion of the desirable administrative structure of the libraries, from the view point of effective service. Here again much is common to the standards which have been studied, though naturally it is in this area that local differences begin to be marked. In particular, the structure of government organization, whether this follows a federal or unitary pattern, the degree of decentralization of authority etc., determines the pattern and often the standards which can in practice be proposed. In this area it would be unprofitable to try to make many detailed comparisons. Common themes, however, which run through all these standards are:

(1) The need for units of separate library administration to be large enough to provide an efficient service, or alternatively for the separate units, which are likely to continue with a considerable degree of autonomy, to band themselves into "systems", centred around one or more large libraries.

(2) The need for co-operation in a large number of forms, ranging from local co-operation in "systems" (as proposed in the United States, Canada and the Federal Republic of Germany) or links with regional libraries (as in Scandinavia), with state or provincial libraries (as in Australia and South Africa) or with the national library (as in New Zealand), to nation-wide regional and national inter-library co-operation involving all types of libraries at all levels (as in the United Kingdom and many other countries).

Only when the standards move into the areas of materials, staff and buildings are quantitative standards possible on a large scale. Here, inevitably, more local differences occur but, perhaps surprisingly, the standards bear a great deal of resemblance to each other. The influence of one set of standards on others is often apparent; indeed the standards already promulgated in one country are put forward as a justification for the same or very similar standards in another. However, there are differences which reflect variations in local circumstances, which may be of historical, geographical, economic, political, linguistic and other origin.

A number of key points have been taken and a comprison made of the standards recommended for certain countries. In looking at this resultant information, which is presented principally in figures, it is essential to appreciate that it cannot strictly be compared without taking account of the local conditions and of what it is possible to achieve in those conditions in a reasonable period of time. A more reliable comparison may only be possible on some kind of "regional" basis, but, even then, there are bound to be differences in circumstances between one country and its neighbour. But these are likely to be less extreme. It must be remembered also that the facts and figures are often not properly comparable due to differences in definitions or local practice, and that standards expressed as a simple statement or single figure can be very misleading. The actual text of the standard should be referred to.

I. Bookstock

Since the library exists primarily to make books and similar material available, the bookstock is clearly of first importance. The following Tables I and II attempt to summarize the position over total bookstocks and annual accessions and also over periodicals and newspapers in a number of countries.

In general it may be said that the recommended figures for total bookstocks per inhabitant - which naturally are higher for small populations than large ones - range from about three volumes to one volume per inhabitant (sometimes less than one where populations exceed one million). In the U.S.A. the figures are of a somewhat higher order as they do not fall below two volumes for the largest populations.

TABLE I

Minimum standards

Country Approx. date of standards	Total bookstocks	Annual accessions
AUSTRALIA		
New South Wales (1959)	Minimum 6,000 volumes 3-2 volumes per inhabitant up to 100,000 decreasing thereafter. 75% adult : 25% children.	
Western Australia (1969)	1.5+ volumes per inhabitant; 40% non-fiction : 27% fiction : 33% junior.	
BELGIUM (1968)	From .3 to 4 per inhabitant according to type and size of library.	
DENMARK (1967)	Adult section Minimum 8,000 volumes 2.5 - 1.5 volumes per adult. Children About 200 titles in Danish plus other material; 4 volumes per child (0-13).	Adult section Minimum 600; range between 1/4 - 1/5 volume per adult. Children According to a formula - see text.
FRANCE (1969)	Up to 75,000 population approx. 1.7 - 1 per inhabitant.	
FEDERAL REPUBLIC OF GERMANY (1964)	Over 20,000 population: 1 volume per inhabitant. 1,000 - 20,000 between 2.5 and 1 volume per inhabitant Adult non-fiction from 10%-15% to 25%-30% according to size of population served. Juvenile 25%-40%.	
HUNGARY (1968)	Population range 1,000 - 25,000 : 3 - 1.7 volumes per inhabitant.	
NEW ZEALAND (1966)	Access to 100,000 titles in non-fiction and foreign languages 7,500 fiction and 7,500 children and young people.	5,000 new titles non-fiction; 500 fiction.

Country Approx. date of standards	Minimum standards Total bookstocks	Annual accessions
NORWAY (1969)	Under 6,000 population : 2 volumes per inhabitant. Over 6,000 population : 1.5 volumes per inhabitant.	
POLAND (1968)	2 - 1 volume per inhabitant.	
SOUTH AFRICA (1966)	3 - 1 volume per literate inhabitant. 25% non-fiction.	
SWEDEN (1960)	3 - 2 volumes per inhabitant.	2 x annual issue / 80
U.K. England and Wales (1962)	Under 40,000 population : 1.5 volume per inhabitant.	1/4 volume per inhabitant : 1/11 volume of adult non-fiction.
U.S.A. (1966)	A.L.A. standards Total systems collection - 4 - 2 volumes per inhabitant Areas over 1 m. population: 2 volumes per inhabitant. Proportion juvenile: min. 25% Max. 40%.	1/6 volume per inhabitant up to 1/2 m. 1/8 volume over 1/2 m.
(1962)	Interim standards Under 5,000 population: 10,000 volumes or 3 per capita, whichever greater: 5 - 50,000 population: 2 volumes per capita.	

TABLE II

Minimum standards

Country Date of standards	Periodicals	Newspapers
AUSTRALIA New South Wales (1959)	A representative collection.	
BELGIUM (1968)	From 1% to 10% of library collection; higher figures refer to larger populations.	
FEDERAL REPUBLIC OF GERMANY (1964) (1969)	Small local library (first stage) Initial cost 11,000 D.M. + 10% annual upkeep. H.Q. of library system (second stage) 500 titles. Initial cost 75,000 D.M. + 10% annual upkeep. National, state, university etc. Libraries (third stage), 1,000 titles in German plus foreign titles.	
NEW ZEALAND (1966)	Access to 750 periodicals as well as to indexing and bibliographical services.	
SOUTH AFRICA (1966)	5 plus one for every 200 population served to reasonable maximum.	3 plus one for every 1,000 population served to reasonable max.
UNITED KINGDOM (1962)	50 periodicals of general interest plus specialist and other titles.	3 major daily papers.
U.S.A. (1966)	A.L.A. standards 1 title - 250 population	Included in periodicals.
	Interim standards 25 - 150 titles between 2,500 and 50,000 population.	Included in periodicals.

There is little information to compare about the recommended standards for annual accessions, but an interesting contrast is between the 1/6 of a volume per inhabitant up to a half million population and 1/8 volume per inhabitant in areas of over one half million population in the United States, the 1/4 volume per inhabitant recommended in the United Kingdom and the 1/6 volume per inhabitant for the Federal Republic of Germany.

It is now rare to find any country considering standards for bookstocks in terms of minimum annual expenditure without a full explanation of how any such figures - which constantly need to be altered because of price changes - are arrived at. This, in the most sophisticated standards, is in terms of detailed figures for annual purchases of books and other materials according to careful calculations about the number and proportions of the different types of books and other material required, the expected life of particular items and the minimum proportion for replacement annually.

Once again there cannot be any very strict comparison between these various figures, which, perhaps more than total bookstock figures, depend on the annual book production in the main language or languages of the country concerned. In the United Kingdom, it was stated in 1962 that of the (then) approximately 20,000 items of adult non-fiction published in that country, some 5,000 to 6,000 were suitable for general use in libraries. In a recent paper to the IFLA Conference in Copenhagen, a speaker from the Federal Republic of Germany stated that in the Federal Republic some 25,000 new titles were published every year, of which 10,000 to 15,000 might a priori be relevant for public libraries. In other countries the position is quite different. In the Scandinavian countries, for example, there is a relatively small annual book production in the language of the country and large numbers of books in other languages published abroad have to be acquired.

II. Service - use of the library

Table III gives some information about normal opening hours by which the level of service given in different countries can be judged to a certain extent. Most of the examples quoted are either from countries which have a high standard of service generally or where the library associations, if not the governments themselves, are striving to improve the position. The more detailed description of the standards, given in the text, refer with almost monotonous regularity, to the point that a library should be open for as long hours as possible to suit the convenience of the public including evening hours, Saturdays, and, if circumstances justify it, Sundays, subject, of course to considerations of economy and the ability to obtain staff to work inconvenient hours. Since the actual hours of opening are so much dependent on the local circumstances, the size and nature of the library and of the district served, it is difficult to make close comparisons, especially over the desirable hours of service for part-time branches. A point of perhaps growing importance, which the table illustrates, is the desirable standards for mobile libraries. This is the difference between those countries which regard a fortnightly visit as a reasonable minimum and those which recommend at least one visit every week, and also the fact that in certain cases the minimum length of the stop is stated, in one case (U.S.A.) long enough to give a readers' advisory service.

Also included in this table is some information about registered readers and circulation - or issues - of books.

A few countries (e.g. Australia and New Zealand) have stressed the standards for proportions of population who are registered readers and numbers and nature of issues per head of population. Standards of this kind are employed in the USSR and Socialist countries of Eastern Europe, often as short term "targets". In some of the Western countries where public library services are well developed, this type of standard is not included, perhaps because it is not regarded as a standard of service and partly because of the unreliability of the statistics of registered readers and issues as a measure of use, particularly because of differing loan periods, and the fear of the distortion of true library service which can follow if there is undue emphasis on these particular statistics. However, these statistics are useful and some such crude standards may have their usefulness especially in countries where the public library service is still poorly developed. In any event, some assumptions as to use must be made in planning book purchases, staffing and accommodation.

III Staff

In its simplest form, in the standards studied, minimum total staff (usually excluding manual workers) is most commonly stated in terms of a ratio of staff members to population served or to annual loans. The greater part of the standards studied shows a preference for the population basis and, on the whole, these represent the countries where the standards are of the most recent date or where the service is well developed. On this basis the figures are, with some exceptions, either 1:2,000 or 1:2,500. While there is a considerable difference between these two figures, the differences are not so great that they cannot be explained by different local conditions rather than by differing views as to desirable standards of service. What is probably significant is that the figure is of the order of 1:2,000 population served and not, for example 1:3,000, 1:4,000 or 1:5,000. In the few cases where the total staff is calculated on the basis of issues the figures used are of the order of 1:20,000 loans. This basis is open to the criticism that the staff figure is being based on only one aspect of the service, of which a simple issues figure is a very misleading criteria. In one case, the Federal Republic of Germany, the staffing standards include annual loans as one factor in calculating the number of qualified staff and thence the number of other staff.

As to the numbers of qualified staff, the pattern does not differ greatly from country to country. The minimum ratios proposed, which are commonly found, are 40 per cent or 33 per cent qualified to 60 per cent or 66 per cent other staff. In some cases semi-professionals such as persons who have passed examinations which only partly qualify them as librarians (as in New Zealand), or persons who have passed their professional examinations but have not the required minimum practical experience (as in the United Kingdom), are included under "professional".

Table IV which follows gives information about staffing standards proposed in a number of countries. It should not be assumed that the minimum standards all refer to the same range of services or, in a particular country, to what could be described as a full range of services.

TABLE III

Minimum Standards

Country Date of standard	(a) Registered readers (b) Circulation	Hours of opening
AUSTRALIA New South Wales (1959)	(a) 20%-40% over 16: 35%-60% 5 - 15. (b) 3-10 per inhabitant served higher for children under 15; at least 33%-40% should be non-fiction.	Library staffed by one person - 24-27 hours a week. Larger library - up to 40 hours a week.
BELGIUM (1968)	(a) 20% over 15; 40% under 15; equals 25% of population.	Under 50,000 population, 40 hours per week; Over 50,000, 60 hours or more.
DENMARK (1967)		Full-time libraries 20-50+ hours a week. Part-time libraries 2-14 hours a week.
FEDERAL REPUBLIC OF GERMANY (1964-1969)	(a) 15 per cent (b) each reader to borrow 30 volumes a year or 4.5 volumes per head of population.	Small local library (first stage) - 5 days a week: 30 hours. H.Q. of regional system (second stage) usually 6 days weekly. Central library 40-60 hours. Average branch library 20-30 hours.
HUNGARY (1968)	(a) 25% (very small libraries) to 20% (larger libraries)	
NEW ZEALAND (1966)	(a) 40% (b) 8 to 10 free books per head of population served; 3 from children's and young persons' collection.	Lending service six days a week unless Saturday service not justified. Large libraries should be open on Sundays at least for reading or study.
POLAND (1968)	(a) 40% (very small libraries) to 30% (larger libraries).	

Country Date of standard	(a) Registered readers (b) Circulation	Hours of opening
SOUTH AFRICA (1966)		Over 4,000 population: open 6 days a week, evenings and Saturdays. Smaller libraries open a substantial part of six days a week. Mobiles not less than weekly; visits not less than 30 minutes duration.
SWEDEN (1960)		55 hours a week.
UNITED KINGDOM (1962-1967)		Population 1,000-4,000: 10-30 hours a week. Over 4,000: 30 hours or more. Mobile library not less than fortnightly service.
U.S.A. (1966) (1) (1962) (2)		(1) A.L.A. Libraries should be open 6 days a week for full range of services, morning, afternoon and evening. Sunday if necessary. Minimum hours: Central - 66 Community - 10-25,000: 45-65 hrs over 25,000: 60-72 hrs. Mobile services not less than fortnightly - weekly if possible. (2) Interim standards Population up to 50,000 15-60 hours. Mobiles minimum period 2 weeks; adequate stopping period to offer readers' advisory service.

TABLE IV

Minimum standards

Country	Date of standard	Staff - excluding manual staff
AUSTRALIA		
New South Wales	1959	1-20,000 books circulated annually; larger population unit will need more.
Western Australia	1969	Above 10,000 population, at least one qualified librarian must be employed.
BELGIUM	1968	In addition to chief librarian, one staff - 800 registered readers or 3,200 inhabitants.
DENMARK	1967	1-2,000 population served (other than in regional central libraries).
FEDERAL REPUBLIC OF GERMANY	1964-1969	Based on book circulation and accessions. One qualified librarian - 30,000 annual loans, plus. One qualified librarian - 7,500 annual accessions. In addition, 2 assistants to each librarian.
NEW ZEALAND	1966	1-2,000 population served; 33% professional or semi-professional.
SOUTH AFRICA	1966	1-2,500 literate population served, or 1-15,000 to 25,000 loans annually in communities 250,000 to 10,000. In areas less than 40,000 population, 40% professional or sub-professional. Larger towns 33% may be satisfactory.
SWEDEN	1960	1-20,000 loans annually (includes manual labour) Librarians - 40% Clerks - 50% Manual - 8%
	1969	1-14,500 loans.
UNITED KINGDOM	1962	1-2,500 population served. Qualified librarians; 40% towns up to 100,000 and in counties. 33% or less in large urban areas of concentrated population, minimum 25%.

Minimum standards

Country	Date of standard	Staff - excluding manual staff
U.S.A.	1966	A.L.A. standards 1-2,000 population served. Qualified librarians 33% - others 66%. At least one professional staff member for stated aspects of service.
	1962	Interim standards 1-2,500 population served, under 50,000 population.

IV Library buildings

This brings into play not only librarians but also architects and other specialists, and the writing of standards of library buildings is complex indeed. In view of the extensive library building programmes in many countries, this subject has been given considerable attention in recent years, particularly in countries where, as in Scandinavia, France and Belgium, capital grants are given by the central government to local authorities towards the cost of new or improved premises. Since the approach to standards of library buildings varies greatly it is proposed to take as a point of reference some of the IFLA standards approved in 1959 and see how current practice in different countries matches up to these.

Total floor areas

It is an oversimplification to talk about an overall standard for total floor areas - as is clearly brought out in the very comprehensive Danish standards referred to on pages 40-49 - and where this is done the figures can only be the roughest of guides. As stated in the South African standards, a thorough study of the community and its needs is the only sure basis on which to determine the amount of space required. Nevertheless, with that proviso well in mind, the following table derived from the data referred to later in this chapter showing recommended minimum floor areas, may be helpful as a planning instrument. The figures and other information given there can best speak for themselves. It is sufficient to say here that certain countries now appear to be building libraries serving small and medium sized communities on a scale more generous than that contemplated by IFLA in the 1950's, and that, beyond a population figure of about 75,000 to 100,000, it is even more difficult to generalize and all the more necessary to tailor the buildings to local conditions and requirements.

TABLE V

Minimum standards: Total floor areas per thousand population
(Square metres, excluding lecture halls, meeting rooms etc.)

Standards		Population in thousands				
IFLA (1959)	Pop:	10-20	20-35	35-60	65-100	over 100
	Area:	42	39	35	31	28
BELGIUM (1968)	Pop:	3	10	20	50	
	Area:	60-70	41	36	28	
DENMARK (1967)	The standards include meetings etc. rooms but exclude bookstack and circulation etc. spaces, and are therefore, not comparable; they are none the less of considerable interest. An addition of at least 25% of the total area stated should be made to allow for circulation etc. alone.					
	Pop:	5	10	15	20	25
	Area:	109	76.3	72	67	61
	Excluding conference, meeting etc. rooms -					
	Area:	88	60.7	58	54	49
FRANCE (1969)	Pop:	5-6	6-10	10-20	20-30	30-45	45-60	60-75
	Area:	70-58	77-46	65-33	55-36	51-34	41-38	34-27
FEDERAL REP. OF GERMANY (1964-1969)	Pop:	15	25	40	60	80	100	
	Area:	37	34	42	41	44	42	
HUNGARY (1968)	Pop:	3-5	5-8	8-12	12-16	16-25		
	Area:	50	44	36	36	32		
POLAND (1968)	Note The areas stated exclude conference and meeting rooms but normally include a classroom for adult and general use.							
	Pop:	Under 2.5	2.5-5	5-10	10-15	15-20	20-25	
	Area:	87	100-74	120-68	80-61	63-53	57-52	
SOUTH AFRICA (1968)	Pop:	4	8	10	10-1,000			
	Area:	93	72	65	65-28			

Minimum standards: Total floor areas per thousand population
(Square metres, excluding lecture halls, meeting rooms etc.)

Standards	Population in thousands
U.K.	British practice follows broadly the IFLA standards. No detailed floor areas proposed, but the opinion expressed in the standards document is that the overall scale of provision cannot be reduced to the extent indicated in the IFLA standards as the population to be served increases. This opinion has not, however, been borne out by subsequent experience.
U.S.A. (1962)	No floor areas or other quantitative data are given in the main document. Figures are recommended in the interim standards as shown:

Pop:	under 2.5	2.5-5	5-10	10-25	25-50
Area:	74	65	65	65	56

Areas occupied by various departments

The standards approved by IFLA in 1959 are stated as follows:

"The proportion of the total area occupied by adult lending departments, reference and reading rooms and children's departments will vary considerably, according to size, from as much as 90-95 per cent in the small one-room branch to as little as 25 per cent (in the very large central library with special departments, offices, storage stacks, etc.). The library in the medium group (i.e. serving between 35,000 and 65,000) should offer a minimum 100 sq.ft. (9.3 sq.m.) per 1,000 population for the adult lending library and 75 sq.ft. (7 sq.m.) for reference and reading rooms.

In a medium-sized library an allocation of 50 sq.ft. (4.6 sq.m.) per 1,000 population for the children's department will be reasonable but it should be remembered, on the one hand, that it is most desirable that the children's library should be big enough to hold a school class and to secure this in a smaller place will require a higher allocation per thousand. On the other hand, as children should not be required to go long distances to the library, it is seldom in a larger urban area that a children's library will have to serve the children from a population of more than 30,000; consequently even in the central library of a large city a room of 1,500 sq. ft. (140 sq.m.) will be sufficient."

In the sets of standards which it has been possible to analyse in respect of the aspects of service referred to above, it is clear that there are considerable differences between the level of provision contemplated at the present time in different countries. It would be unwise to generalize too much from these examples, since the pattern of use and other factors must be taken into account. In certain countries which assume a relatively low figure for

anticipated readership and borrowings in the next ten years, there may be, on the other hand, a high expected use of reference and reading facilities. It may also be deliberate policy to encourage the development of children's sections as a means of strengthening the readership in the adult library in future years. The evidence there is - from France, Poland and the United Kingdom - suggests a greater emphasis on work with children than is indicated by the space requirements proposed by IFLA in the 1950's. In any event there are sufficient grounds for suggesting that the IFLA standards should now not only be revised, but considerably expanded in scope and detail.

TABLE VI

Minimum standards

Areas occupied by various departments

Area per thousand population - square metres

DENMARK	Pop: 5,000	10,000	15,000	20,000	25,000		c.f. IFLA
Adult and youth lending	25	19	17	15	14		9.3
Adult reference and reading rooms (including local collections)	14.4	8.7	8.8	7.9	7.4		7
Children's rooms (seats - total at 3.5 sq.m. each)	24 (14)	16.5 (17)	15.6 (20)	14.5 (23)	14 (26)		46 big enough to hold a school class

FRANCE	Pop: 5-6	6-10	10-20	20-30	30-45	45-60	60-75	c.f. IFLA
Adult lending)				16.5-11	11-7.3	7.7-5.8	5.8-	
Adult ref. and reading)	26-22	26-16	24-12	8-5.3	6-4	6.6-5	5.8-4.7	9.3 / 7
Children (seats - total)	16-13 (30)	20-12 (40)	14-7 (40-45)	7.5-5 (40-45)	5-3.1 (40-50)	3.1-2.5 (40-50)	3.3-2.7 (50-60)	4.6 Big enough to hold a school class

POLAND	Pop: under 2,500	2.5-5	5-10	10-15	15-20	20-25

POLAND (cont.)

							c.f. IFLA
Adult lending	20	20-18	19-12	13-10	10-9	9-8	9.3
Adult ref. and reading	22	24-21	23-10.5	15-10.5	9-5.4	7.7-6.1	7
(seats - total)	(6-10)	(10-20)	(18-35)	(40)	(40)	(40)	
Children	-	-	13.6-6.8	8.7-5.5	6.1-4.6	5.2-4.1	4.6
(seats total)	(10)	(12-20)	(20-35)	(38)	(40)	(45)	Big enough to hold a school class

U.K. No detailed areas are proposed but the opinion is expressed that:

1. Even excluding the space occupied by special subject departments, the proportion of 25 per cent of the total floor space to be devoted to adult lending departments, reference rooms and reading rooms and children's departments in large libraries are too low. Except for the largest libraries, it is doubtful whether the proportion should fall below 40 per cent. Variations in local conditions, such as the level of service required from the reference library, make it difficult to give any figure for general application.

2. In some areas the allowance of 100 square feet per 1,000 population for the adult lending department in libraries serving 35-65,000 population is inadequate.

3. The suggested maximum for a children's library (1,500 sq.ft.) should be considerably increased to allow for provision for school homework and other forms of study. In large cities the main provision for children may not be in the central library. The optimum shelf capacity for all children's libraries, except the smallest might be between 4,000 and 6,000 volumes: this will give a children's department of 1,000 to 1,500 sq.ft. with additional study space provided for the large populations and to allow for class use.

A feature of increasing significance in new public library buildings now being erected in many countries is the provision proposed for activities of a general cultural and educational nature (such as exhibitions, lectures, recitals and dramatic performances, group meetings and formal adult classes) the public library either acting as or being integrated into a local cultural centre. The scale of the accommodation being proposed by certain countries in their official standards for this purpose is a measure of the importance being attached by governments to this aspect of a public library's work. This is illustrated in the information given in table VII.

TABLE VII

Space proposed for cultural and educational activities
(Areas in square metres: populations in thousands)

BELGIUM	Pop:	3	10	20	50		Note At 1 m^2 per person
Exhibitions & meeting rooms		40	80	100	150		
Discotheques		28	28+45*	48+45*	56+45*		

*Listening room for 30 persons

DENMARK	Pop:	5	10	15	20	25	
Exhibitions & meeting rooms		105	156	213*	270*	297*	At 1.20 - .8m^2 per person

*Including Audio-visual/music room of 30m^2

FRANCE	Pop:	5-6	6-10	10-20	20-30	30-45	45-60	60-75
Exhibitions & meeting rooms		-	40	50	70	80	120	140
Discotheques		-	-	20	40	50	70	70

BIBLIOGRAPHY

Notes: (1) Unesco public library manifesto, 1949. Text in English, French and Spanish and Library association record, vol.51 (9) September 1949. Also translated into Hebrew and Polish.

(2) Memorandum on "Standards of public library service" approved at 24th session of IFLA/FIAB, Madrid 1958. Text in Libri, vol.2. 1958, p.189.

(3) Memorandum on "Standards of public library service - library premises" approved at 25th session of IFLA/FIAB, Warsaw 1959. Text in Libri, 1959, vol.9, no.2, pp 165-168.

Advice on standards of buildings and equipment for small public libraries (with up to 100,000 volumes) is given in Public Library Manual No.10, The small public library building by H.R. Galvin and M. Van Buren, published by Unesco in 1959.

AUSTRALIA

There are at present no standards for public libraries issued in respect of the whole country, though such a document is being prepared by the Library Association of Australia. Notes are, however, appended on the position in two States, New South Wales, and Western Australia. The standards in New South Wales are currently being revised and new standards will be published shortly.

New South Wales

The State Library Board, in an endeavour to assist local councils in assessing the value of their libraries, in 1959, issued a statement of public library objectives and standards in which the following topics are dealt with (Note 1).

Objectives

The objectives of a public library service under the Act should be:

1. To acquire, preserve and make available books and related educational materials in organized collections;

2. To be a centre of reliable information in the community it serves, by making freely available books which will provide sound information impartially on:

   (a) public issues;

   (b) people's occupations and everyday practical affairs and needs;

   (c) progress and development in the sciences, technology and other fields of knowledge;

3. To provide the opportunity and encouragement for children, young people and adults to educate themselves continuously;

4. To provide the opportunity to develop powers of aesthetic appreciation and creative skills in the fields of fine arts and literature;

5. To provide opportunities for reading for recreation, and to help borrowers to make intelligent use of leisure time.

The book collection

Advice is given about achieving an up-to-date and representative book stock in good condition, including periodicals. Standards as to the size of bookstocks are subject to variables, and will depend on local factors, e.g. whether it is the only library, what access it has to other library resources. Desirable minima for initial collections are proposed. A minimum of 6,000 books is recommended and also a sliding scale for larger libraries:

Population

6,000 - 10,000	3 volumes per head up to 25,000 volumes
10,000 - 35,000	2.5 volumes per head up to 70,000 volumes
35,000 -100,000	2 volumes per head up to 175,000 volumes

Number of volumes per head would decrease for larger populations.

Twenty-five per cent of the bookstock should be children's books, but this will be affected by variables, such as the adequacy of school library provision in the area.

Staff

The number of staff should be sufficient to provide consistently efficient service at all hours when the library is open and to perform the duties involved in assembling, organizing and making available the materials used by the library. The size of the staff must be based on the population and size of the areas, the number of departments and branches, the amount of circulation, the reference service given, the hours of opening and other factors. At all hours when the library is open, professional members of staff should be in charge of public services and a sufficient number of professional staff should be provided to carry out the technical processes of the library efficiently.

A standard said to have been applied in the U.S.A. and found a reasonable one in New South Wales, is that there should be one member of staff for every 20,000 books circulated during the year. This figure is affected by the population served and by the number of service points. A larger population unit will need more than one person for every 20,000 books circulated.

Expenditure

A minimum expenditure figure which would provide public library service comparable with overseas standards was stated to be 8/-d per head of population, excluding capital expenditure (1959 prices). In an average library, expenditure on salaries would tend to be from 55% to 60% of the total, on books, periodicals and binding 25% and on administration and other expenses 20%.

Accommodation

Inadequate or badly located premises have a bad effect on the use of the library by the public. Suitable accommodation is essential for success; it must be easy of access and attractive, spacious and dignified without being too formal. The building should be functionally designed and emphasis laid on the need for adequate and well-equipped work room space; if it is the only library service in the area, or the central library of a system, the work-space should be approximately one-third of the total. No actual space standards are proposed.

Coverage of library service

Consideration should be given to the accessibility of the library service to the population and the need for branch libraries, mobile services or postal services. No standards are proposed but local councils are advised to consult the library board. The work of the library should be integrated with that of other social, educational and cultural agencies in the community.

Hours of opening

Hours of opening will vary according to the size of the library and the size of the population served. In a library staffed by one person, opening hours should be from 24 to 27 per week and in a larger staffed library up to 40 per week.

Borrowers

A local council might expect from 20% to 40% of its population over 16 years of age to be registered borrowers, the figure tending to decrease as the population unit increases. For persons between the ages of 5 and 15, the figure might range from 35% to 60%. This will be affected by the adequacy of school library services and questions of accessibility. There should be re-registration of borrowers at least every three years.

Circulation of books

Borrowings of adult books, i.e. books borrowed by people in age groups from sixteen upwards, will vary from three to ten volumes per capita per annum. For children up to the age of fifteen, the figure will tend to be somewhat higher.

Particularly in the adult section of the library, close attention should be paid to the proportions of borrowing of fiction and non-fiction. Generally, this will tend to reflect the book buying policy and the quality of the bookstock, and also the nature of the population. An undue emphasis on purely recreational reading matter in the library will lead to a disproportionate amount of fiction circulation. A desirable standard should be that at least one third to 40% of the total adult borrowings should be books of an informative, educational or cultural type (i.e. non-fiction), and these should be distributed fairly evenly over the subject fields and not too much concentrated in the fields of popular travel, biography etc. If the proportion of non-fiction borrowing by adults drops below 25 per cent of the total attention should be given to the quality of the bookstock and to the book selection policy.

In the children's department, most of the reading, both fiction and non-fiction, will tend to have some informative and educational value, provided there is a reasonable standard of book selection. There is not the same need for a close examination of borrowings there.

Western Australia

In Western Australia, a library system has been designed different from other States in the Commonwealth, and unlike that in most other countries in the world.

Western Australia has an area of one million square miles, much of which is either desert or has extremely low rainfall. Outside the metropolitan area - of Perth (460,000 population) - therefore, the population is very sparse. As a result local authorities, although large in area, have very small populations. Eighty per cent have less than 6,000 population, the median being about 1,700. They would be quite unable to provide effective library service from their own resources or with any reasonable level of State aid if that aid took the form merely of cash payments. In effect, therefore, the system has been devised so that those elements which require large population and large financial resources are provided by the State, while those elements which can better be contributed and organized locally are the responsibility of the local authorities.

The foregoing statement has been contributed by the State Librarian, Mr. F.A. Sharr, who has also provided the following note explaining in detail how the library system works and containing a number of important standards of service.

The Library Board

The Library Board is an independent statutory corporation, the principal functions of which are to administer the allocation of State aid to local public libraries and to control the State Reference Library. The State's assistance to local public libraries is given not in cash, but through the supply of books and central professional services on condition that the local authority concerned provides premises and staffing to the approval of the Library Board.

Unlike the situation in the United Kingdom therefore, the books and book services (acquisition, cataloguing, interloan services, etc.) and reference service (other than quick reference) are provided by the State, while premises and local staff are provided by the local authorities. It may be best therefore to treat the matter under these three headings.

Books

When a new library is established books are supplied by the Library Board on a minimum basis of one book per head of population of the defined service area of the library. These books are, and remain, the property of the Board. The stock of the library is adjusted as population changes. In fact the Board has never reduced the stock of a library if population declined but always increases the stock if population increases. By the end of 1969, it is expected that practically all libraries will in fact have a stock of 1.1 books per head of population and it is hoped that in the future it will be possible to raise stocks to at least 1.5 volumes per head.

The book stock for each library comprises:

One-third books for children, and of the adult two-thirds, 60% non-fiction and 40% fiction. In other words, the total stock is in the proportion of 40% non-fiction, 27% fiction and 33% junior.

When the library has been operating for four months, regular and continuing exchanges commence to maintain the stock in good condition. The exchange ratio varies between 90% per annum in the small libraries and 19% per annum in the largest system which has 100,000 volumes. This is discussed in greater detail on pages 12 and 13 of the pamphlet "Book provision and book selection policy and practice". (Note 2)

Interlibrary loan service is provided between all public libraries in the system (at present 125 in number). All libraries therefore, however small or remote, have access as of right to virtually the total stock of the Board, including the State Reference Library, which totals at the moment about 950,000 volumes. In addition interloan facilities are provided between public libraries and non-public libraries both within Western Australia and elsewhere.

Premises

The Board does not supply service to any local library unless the premises conform to the following minimum standards. "In designing a library due regard should be paid to likely population increase in the next few years. It is wise to plan a building initially to meet the needs of 7-10 years growth. The estimated population 7-10 years ahead is known as the "design population". If the district is likely to have further significant growth thereafter, the building should be so designed that it can be extended in the future.

The minimum areas which the Board will approve are given in the following table. Column A represents design population (see preceding paragraph) in the defined service area of the library. Column B represents the floor area per 1,000 of design population of the lending library proper, excluding reading rooms, study areas, staff accommodation, entrances, stairs, passages, etc.

A	B
Design population	Floor area per 1,000
Up to 10,000	200 square feet
10,001 - 15,000	195 " "
15,001 - 20,000	190 " "
20,001 - 25,000	185 " "
Above 25,000	180 " "

It should be emphasized that these are minima, not recommended floor areas.

Notwithstanding and without reducing the force of the foregoing standards, the Board may enlarge the stock of an existing public library in appropriate circumstances if the premises of that library had been approved by the Board as conforming with minimum standards but have become below minimum standards by a margin not exceeding that set out below:

Margin: 200 square feet or 10% of the floor area of the lending library proper whichever is the larger."

Local staff

In view of the existence of a strong headquarters organization providing central professional services, the employment of qualified staff in libraries serving less than 10,000 population is not considered necessary. Above that population the Board requires the appointment of at least one qualified librarian in any library as a condition of its rendering assistance to the library.

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Note (1) A statement of public library objectives and standards for use of Councils. The Local Government Association of New South Wales, and the Shires Association of New South Wales, Local Government Information Service bulletin no. 1/1960, Sydney.

Note (2) Book provision and book selection: policy and practice. The Library Board of Western Australia, Perth 1966.

BELGIUM

In Belgium the present public library administration is based on a law of 1921, and comes under the Ministry of Education and Culture - in fact under the Ministers of Culture, of whom there are two, one for each of the linguistic communities, the Minister of French Culture and the Minister of Flemish Culture. There are also two Ministers of Education, but a unified Ministry of Education and Culture, one section of which, called "Service des Bibliothèques Publiques", is responsible for the development of the public libraries.

Grants are given annually by the Ministry to all approved public libraries towards the cost of books, chosen in accordance with the advice of the Public Libraries Department. In addition, the government pays a proportion of the salaries of chief librarians and of an assistant librarian. The grants are based on a sliding scale and vary in accordance with the nature of the area and other factors, including an inspector's assessment of the efficiency of the library.

To qualify for government grants, so called "important libraries" must:

have a comprehensive book stock of at least 10,000 volumes;

lend 30,000 books annually;

have a reading room;

employ a librarian and at least one assistant.

A more important category of library receives additional grant, the total equating - at the maximum - 50% of running costs. This class of library must meet the following requirements:

possess a comprehensive stock of at least 20,000 volumes;

lend at least 50,000 books annually;

be open to the public 30 hours a week during six days;

have a reading room and reference library;

have a staff of a librarian and several assistant librarians.

Mobile libraries receive a grant according to the number of books lent and number of places visited. Other grants, between 40% and 50% of the expenditure are available for other purposes, such as towards the cost of renewing and improving equipment, the organization of sections for young people, and for the establishment of record and film libraries.

The foregoing are hardly standards by which the efficiency of a library can be currently judged; rather many of them are minimum grant requirements or they indicate additional services which the government wishes to see encouraged. More significant are the requirements of the government when they agree to pay 60% of the cost incurred by local authorities in the construction, extension and repair of public library buildings, and the purchase of equipment, and standards for public library buildings have been produced by the Flemish section of the National Advisory Council for Public Libraries (Conseil Supérieur des Bibliothèques Publiques) and subsequently adopted, with minor changes, for the French area by the French section of the Council and approved by the Council (Note).

The minimum standards are being applied by the government and, if they are not currently reached by the local authority applying for a capital grant for new or improved buildings and equipment, the responsible local authority is required to provide over the next ten years sufficient funds to reach the standard.

The Council lays down certain general principles on which the provision of library buildings should be based, such as that the building should be functionally designed, taking account of the specific requirements of the activities carried on in a public library, and that new or enlarged buildings should anticipate the needs of the next ten years, and should not be confined to immediate requirements. It then proceeds to lay down minimum standards for the construction and equipment of public libraries, stressing that the minimum can be exceeded if the additional provision can be justified.

Two introductory notes are of particular interest:

(1) there must be "open access";

(2) the minimum accommodation for a public library in a town of 10,000 inhabitants expected to include, as well as the traditional accommodation (lending library, reading room, children's library, staff and storage accommodation) a room for meetings, a gramophone record library, a film library (if desired) and toilet accommodation for library users.

The report lays down minimum standards for book stocks and certain conditions which bear on the quality of the service such as:

approximate percentages of the collection to be held in the various types of books viz:

Adult non-fiction	-	40 - 50% minimum
Adult fiction	-	30 - 50% maximum
Books for children	-	10 - 15% minimum
Reference books and periodicals	-	5 - 15% -

In libraries serving over 10,000 population, the children's library should be a separate space, specially planned and situated, preferably close to the adult section and that almost all the children's section should be "open access".

Tables are given illustrating the total numbers of books required according to the number of inhabitants and status of the library, based on a sliding scale of which the following quotations are the lower and upper figures:

Local libraries

Number of inhabitants	Number of books per inhabitant
From under 2,000	2.5 to 3
to over 100,000	1 to 1.3

Regional libraries

From under 25,000	1 -	minimum 30,000 including the local collection
to over 100,000	.33 -	minimum 50,000 plus local collection

Provincial libraries

From under 250,000	.8 -	minimum 100,000
to above 1 million	.4 -	minimum 500,000

Examples of the resultant figures of total book stock are:

Population	Number of books		
1,000	from 2,500	to	3,000
10,000	18,000		22,000
20,000	30,000		37,000
30,000	42,000		54,000
40,000	54,000		70,000
50,000	65,000		80,000
75,000	97,500		105,000
100,000	120,000		135,000
125,000	137,000		165,000
150,000	150,000		195,000

The figures given above relate to the total book stocks of the central library. If there are branches, the size of the book stocks of the branches would need to be determined in relation to the size and age composition of the population served, the social and cultural needs of the community served, account being taken of the book stocks of the central library.

Figures are also given for central libraries serving different numbers of inhabitants showing the number and percentages of volumes there should be in different categories:

A. Open access for adults;
B. Open access not counting duplicates;
C. For children;
D. For children not counting duplicates;
E. Reserve;
F. In book-stack;
G. Reference books;
H. Periodicals.

Examples

Population	Sub-Division	Minimum number From	%	To	%
20,000	B.	18,000	60	22,000	60
	D.	4,200	14	4,500	12
	E. F.	5,400	18	7,600	20
	G.	1,500	5	1,800	5
	H.	900	3	1,100	3
50,000	B.	35,800	55	40,000	50
	D.	5,000	8	5,000	6
	E. F.	17,800	27	26,800	33
	G.	2,600	4	3,000	4
	H.	3,800	6	5,200	7
100,000	B.	42,000	35	43,200	32
	D.	5,000	4	5,000	4
	E. F.	57,200	48	69,300	51
	G.	3,800	3	4,000	3
	H.	12,000	10	13,500	9

Reading rooms, reading corners (where no separate reading room) and browsing areas (in lending library)

Advice is given about reading rooms, which are obligatory for adults in libraries in areas with more than 10,000 inhabitants, and may be provided in libraries serving less than this number. The area of the reading room will vary according to local circumstances. As a general rule, space should be provided in the reading room on the basis of 1-1 1/2 reading spaces per 1,000 inhabitants, and in the lending library one seat for 400 books in open access.

Recommended areas are given for reading rooms as follows:

Area of reading rooms (absolute minimum 25.2 square metres)

Number of inhabitants	Places	Areas in square metres for tables of 1 place 4 sq.m.	2 places 2 1/2 sq.m.	4 places 2.25 sq.m.	average 2.9 sq.m.
3,000	Min 8	32	25	25	25
10,000	15-20	60	38	34	44
20,000	30-40	120	75	68	90
50,000	Min 60	-	150	135	-
100,000	No areas recommended; special study required in each case.				

Corners for reading and quiet

The seats proposed for adults and children in the lending libraries at the rate of one to every 400 books in open access could be deducted from the number of places required in the reading room. Areas are suggested, taking into account the needs of circulation, its being said that in principle the maximum number of seats is required without increasing excessively the distances between the shelves, as follows:

Number of inhabitants	Books in open access with duplicates	Seats	Areas in square metres		
			With tables	Without tables	Average
3,000	6,500	Min.15	30	19	24
10,000	18,000	45-15=30	60	39	50
20,000	26,500	66-30=36	72	47	60
50,000	45,000	102-60=42	84	55	70
Up to 150,000	55,000	125-60=65	130	82	106

Numbers of readers

The report states that it should be assumed that 20% of the population over 15 years of age, and 40% of the population less than 15 years will be registered as readers. This is equivalent to a figure of 25% of all inhabitants.

Staff accommodation

Excluding the chief librarian, it is recommended that professional, technical and administrative staff should be employed at the rate of one for every 800 registered readers or 3,200 inhabitants. Each specialized service - children, gramophone records - would justify at least one extra member of staff.

The chief librarian's office requires a minimum of 24.2 square metres and each member of the staff 8.2 square metres.

Total area of premises

A table of areas is given based on the recommended book stocks for a library open 40 hours a week, based on the following units of measurement:

Average distance between the shelves on open access	2.76 m.
Average distance between shelves in book stack	1.36 m.

Capacity of books in open access plus 20% for the counter etc.	122 per sq.m.
Capacity of books in book stack	300 per sq.m.
Area per person in the reading room	2.90 sq.m.
Area per person in the lending library	1.60 sq.m.

The report finally suggests total areas for libraries serving different populations on the basis of minimum areas for the basic accommodation to be found in all libraries, (see paragraph below) together with standard areas for accommodation, not necessarily to be found in all libraries, e.g. conference room, gramophone record library.

The total areas for the basic accommodation, including circulation areas and room for heating and other technical services work out as follows:

Population	3,000	10,000	20,000	50,000	100,000 and over
Areas in sq. metres	183-223	410	732	1,385*	For special study according to local circumstances
Approx. area per thousand population sq. metres	60-70	41	36	28	-
c.f. IFLA draft standards	-	42	39	35	-

* Calculated on basis of 60 opening hours a week; the remainder at 40 hours a week.

To indicate the scale of accommodation proposed for meeting rooms the following recommended areas (square metres) are quoted:

Population	3,000	10,000	20,000	50,000
Area at one square metre per person	40	80	100	150

Note: Conseil Supérieur des Bibliothèques publiques - mimeo. Produced in 1968 in French and Flemish. Ministère de la Culture, Brussels.

CANADA

The Canadian Library Association issued in 1967 Public library standards for Canada (Note 1).

Apart from a reference to the fact that a population of at least 50,000 to 100,000 is required to support an acceptable level of service at a reasonable cost through a library system, these standards are all qualitative and deal with the objectives and principles governing public library service and the forms of organization most suited to the Canadian situation. These standards are not quoted in detail as to do so would add little to the value of the present survey in the absence of the quantitative guidelines to be issued as a second part of the standards. These guidelines are still being discussed.

A Young Peoples' Section Standards Committee of the Canadian Library Association was set up in 1961 to formulate standards for young peoples' work in Canadian public libraries. This issued, in 1966, an Occasional Paper (Note 2) on various aspects of work with children under the headings Youth and the Affluent Socity; Library Service to Young People; Organization and Techniques; and the Public Library and Schools Working Together. These represent statements of qualitative standards; no quantitative standards have been included to date.

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Canadian Library Association/Association Canadienne des Bibliothèques, Ottawa, 1967.

Note (2) Standards for work with young people in Canadian public libraries.

Canadian Library Association/Association Canadienne des Bibliothèques, Ottawa, 1966

DENMARK

The Scandinavian countries have among the highest and most uniformly even standards of public library service in the world, and Denmark shares with Sweden the reputation for providing the best service of all the four countries, or five if Iceland is included.

In Denmark, not only have the state subsidies been favourable - fixed proportions of local expenditure are paid without any maximum being prescribed, but the the denser population, the relative compactness of the area and the better communications have meant that a more tightly knit library system could be established.

The basic problem is still the existence of large numbers of small local authorities, each with independent library authorities, very many of them with very small populations. Of some 1,200 library authorities only about 110 have more than 5,000 inhabitants, and only nine of them have more than 50,000; about 440 of them have less than 1,000 each. But this position will be improved by 1970 when the number of areas is to be reduced to about 280 and many of the small part-time libraries run by non-professional staff (mainly teachers) are likely to be replaced by mobile libraries. A system of regional central libraries based on the libraries in 27 of the large towns has been established and these libraries with additional state aid, supplement the book provision made locally by the smaller units, and help them in other ways. The number of these libraries is to be reduced shortly to 12 or 14.

Under the new Danish Public Libraries Act 1964 (Note 1), the purpose of the libraries is defined as "to promote the spread of knowledge, education and culture by making books and other materials available free of charge." More detailed definitions of satisfactory library service are left for Regulations, which the Minister of Cultural Affairs has power to make under the Act, containing "detailed provisions concerning the establishment, organization and running of public libraries, including general guidance about premises, staff and book stock etc., for the various types of libraries."

Two regulations have been made under this Act. One, in 1965 (Note 2) (which was a revision of previous regulations), deals with the general activities of the public libraries and can be described as setting qualitative standards. The other, in 1966 (Note 3), which had two predecessors under earlier legislation, deals with the size of bookstocks and annual accessories (i.e. quantitative standards). No regulations have been made concerning library premises but guidance is given in the report described later.

The State Library Inspectorate, as in all the Scandinavian countries, exercises a considerable influence, and there are in Denmark probably the most comprehensive and detailed public library standards in the world, due largely to work undertaken by committees appointed by the Danish State Inspection of Public Libraries, or the Minister.

One was set up in 1953 to "work out standards for library buildings and related problems." This committee, with Mr. E. Allerslev Jensen, the Director of the State Inspection of Public Libraries as Chairman, and Mr. Sven Plovgaard, one of the Library Inspectors as Secretary, issued a preliminary report in 1958 on standards for and the planning of public libraries in areas with between 5,000 and 10,000 inhabitants. (Normer og planer for Folkebibleoteksbygningen).

In 1967 a further definitive report was issued on the same subject, dealing with areas up to 25,000 inhabitants also. This report is very highly regarded and, when it is shortly translated into English by the British Library Association, it is likely to attract a far wider international audience than it has been able to up to now.

Another committee was appointed in 1965 to put forward suggestions for book standards for libraries in independent areas of greatly differing sizes, but supplemented by a regional library service and a national inter-library loan system. Since the space required for library buildings is so largely dependent on the numbers of bookstocks and accessions, it is more convenient to discuss the report on book standards first.

Before doing so, reference should, however, be made to the standards in general terms referred to in the 1965 Regulation, which demand high quality and complete objectivity. Paragraph 21, Sections 1 and 2 state:

"The purpose of public libraries is to promote the spread of knowledge, education and culture, by making books and other suitable material available free of charge. These requirements shall be fulfilled by quality comprehensiveness and current usefulness in the choice of the material placed at the disposal of the public by the municipal libraries. In the field of fiction, the libraries shall be able to provide their readers with access to the best of the literature in Danish. The choice of literature is to be decided by the literary value of the book alone and not by the religious, moral or political views contained therein. The composition of the bookstock of non-fiction literature is governed by corresponding requirements in that, while taking due account of the size and nature of the service area concerned, the bookstock shall include both elementary and more advanced works within all fields."

"The library stocks of periodicals and newspapers shall be composed on corresponding lines."

Apart from the small size of the library units for which they had to prescribe minimum standards, the committee on book standards had to take into account the small scale of Danish book production compared with the rest of the world, since despite the considerable use of material in English and other foreign languages - a subject for which numerical standards could not then be devised - the libraries must depend basically on material in Danish.

The committee considered what should constitute the minimum standards covering the "basic service" of the library, which is defined in the Regulation subsequently made in 1965, as "placing at the disposal of the public an up-to-date, comprehensive and well-kept collection of books for lending and reference,

of a size bearing bearing a reasonable relation to the number of inhabitants served ... the establishment and running of permanent or travelling branches, and the purchase of books in foreign languages, printed music, newspapers and periodicals." In fact, they found it impracticable to set up minimum standards for certain parts of this basic service, including book stocks for branches and foreign language books and periodicals. Books and other printed material required for services outside the basic (such as special collections and the requirements of education establishments) would be additional to the minimum.

The committee considered separately (a) the total size of book stocks and (b) annual accessions.

Book stocks - adults

Of particular note is that they considered the total size of book stocks much less important than the scale of addition of new books. This view was possible in a small country with good communications and an efficient inter-library lending system. None the less minimum standards for total book stocks were agreed to be necessary and, for the adult sections of the libraries, figures were recommended, within the range of 2.5 to 1.5 volumes per adult, with a minimum of 8,000 the number of volumes per adult decreasing as the population increases: examples

Inhabitants*	Volumes
5,000	8,000
10,000	15,000
20,000	22,500
50,000	56,000

* Includes both adults and children; adults account for 75% on a national average.

These standards are for "effective book stock", i.e. after the exclusion of all worn-out, out-dated and seldom-used books. The committee considered a reasonable rate of discarding due to wear and tear to be one copy per 70 loans. No detailed guidance could be given for the rate of discarding for obsolescent and little-used books. The committee did not, however, consider that large reserves of books in the stacks were desirable.

The standard seems to some modest compared with the book stocks actually existing, but when taking account of the fact, that they concern the effective book stock and as such presuppose a discarding procedure which is both consistent and effective, they can in reality be said to be so radical that only a complete change in thinking patterns (or a change in the library structure) can make possible their implementation.

Annual accessions

The committee departed from the principles which have been followed since the 1951 instruction, and, as in the British Roberts Report (1959), they based standards for annual accessions on the annual book production of the country. While in Great Britain and certain other countries, a very high proportion of the material published annually is not required in many of the public libraries, in Denmark it was found that the contrary was the case and a very high proportion of all the titles published in Danish were necessary, though it was necessary to reduce the number progressively, the smaller the population served.

The question of duplicates has special significance in a country like Denmark, where the book production is small, and the committee considered a high ratio of copies required. They also discussed the number of replacements of discarded books, and suggested replacement of 30%, a high figure also affected by the absence of suitable alternatives in Danish.

The committee finally recommended standards for annual accessions on the following basis:

The accessions consist of a given number of titles from the year's book production, with a greater purchase of duplicates than has hitherto been the practice. To this must be added a certain number of replacements of discarded books.

The number of titles per inhabitant must be graduated according to the population served, with a minimum. The number of volumes per inhabitant must be larger in the smaller library.

Total No. of inhabitants adults and children	No. of titles	Total annual accessions (minimum 600)
Under 5,000	400	25 volumes per 100 adults*
5,000 - 10,000	500	24 " " " "
10,000 - 15,000	900	23 " " " "
15.000 - 20,000	1,100	22 " " " "
20,000 - 25,000	1,200	21 " " " "
25,000 - 50,000	1,300	20 " " " "

*Adults - persons aged 14 and over.

The standard applies only to the new Danish books published each year, together with a small number of replacements of older books; it also presupposes the library has at its disposal an effective book stock of the size recommended. Thus, any purchases to fill the gaps in the collection should be additional. Recommended figures relate to the basic service and should be increased for branch book stocks, books in foreign languages, printed music, periodicals and newspapers, and for any special local needs.

Part-time libraries

The standards for book stocks and accessions for the adult departments refer to full-time libraries. Figures recommended for part-time libraries are half that for the full-time libraries.

The book standards so far described refer only to books for adult departments of libraries. Separate consideration was given to "standards for library service to children". This term is used, rather than book stocks in children's libraries, because recommended standards for this purpose have, since they were first issued in 1953, included the book stocks of children's and school libraries of the folkeskolar - elementary schools providing a ten-year course of schooling - within the service area of a particular library.

Book stocks - children

The post-1953 standards for children's libraries required that there should be, within a library service area, 10 volumes per child at elementary school at the disposal of the school libraries, and the children's department of the public libraries. Distribution between the two types of library was a local matter.

The committee put forward proposals for a completely new standard for book stocks in children's sections of public libraries which has been accepted by the government and embodied in the 1966 regulation. This is that the book stock in a children's library is to be built up to 4 volumes per child (0-13 years of age) in the service area of the library. As such children total about 25 per cent of the population, the stocks of public libraries for children will become in all about one volume per inhabitant. (School libraries have, since 1965, had independent standards for their book stocks, but in the comparatively few cases where schools have not a lending library, the public library standard is increased to 6 volumes per child.)

The children's library standard is the same for both full-time and part-time libraries. The national production of children's books is so small - only about 200 titles a year - that all libraries, full-time or part-time, central or branch, must contain all the titles published. The standard is only enough for the basic service but, unlike the standard for adult book stocks, can also cover the demand for children's books in any branch library. Any special local responsibility such as providing for a children's institution, calls for extra purchases, as also does the provision of music and foreign language material. This standard is considered valid up to at least 100,000 population. Beyond that only a slight reduction in the number of volumes available per child is expected to be called for.

Accessions

The committee decided that even the smallest library must purchase all the titles of children's books published in Danish. As with the adult departments, they considered that duplication has to be high, and replacements, they thought needed to be 40% of discarded titles (compared with 30% for adults). They considered that children's books should be discarded because of wear and tear after an average of 40 loans - as against 70 for adult books.

The committee used a formula to arrive at total figures for accession, which can best be illustrated in an example:

A library serves 5,000 children and has 20,000 volumes. The number of loans is 10 volumes per child (0-13 years) = 50,000 volumes.

Book purchases should be:

Wear and tear	$\frac{50{,}000 \text{ loans}}{40}$	-	1,250 volumes
Increase	Approx. 40%	-	500 volumes
(sliding scale from 60% smallest library to 20% largest libraries (or where the number of loans exceed 10 per child)	Total	-	1,750 volumes

(To this must be added periodicals, printed music and foreign literature.)

The 1967 report "Public library buildings; standards and type plans for library premises in areas with populations of between 5,000 and 25,000" (Note 4) is a considerable work resulting from close collaboration between librarians and architects and represents many years of research. It is a combination of detailed planning advice and detailed space standards derived from elaborately presented data. It is difficult to distinguish between planning principle and requirements and library standards. Indeed it appears to be the theme of the report that there is no such distinction. Many statements, such as those included in the section on "General requirements of library buildings" are in both categories, e.g. that:

Allowance should be made at planning stage for the needs which will arise from population growth, increased use of the library and new forms of activity;

The layout of a public library, which is to be appropriate to the needs of today, must first and foremost be purpose-oriented, but it must also be functionally oriented. (The report stresses the importance of the various departments of the library being on the same level.)

However, very comprehensive principles and detailed requirements are clearly to be identified as in the area of library standards and they are illustrated in practice in the type plans included in the book. The report is emphatic that the standards are only general guides and that each library building needs to be designed with a number of variable local circumstances in mind, which will affect the exact space requirements.

Although the emphasis in the report is on the space requirements of libraries serving populations of between 5,000 and 25,000 of which there are many in Denmark, and many of the standards are prescribed in numerical terms in relation to five hypothetical libraries serving populations of 5,000, 10,000, 15,000, 20,000 and 25,000, the committee has stated that the principles

of library planning are, in essentials, valid for somewhat larger libraries. It also concluded that the space requirements of the regional central libraries were not in principle greatly different from other comparable libraries, and that where they differed, this could easily be allowed for.

The committee also considered the needs of part-time libraries, defined as serving populations below 5,000, and gave space requirements for these under various headings.

In examining space requirements, the committee went into very great detail into the categories of rooms required for different purposes, dividing them not only into the traditional groupings by functions, of service to the public, administration and other internal operations and storage, but broke this down so meticulously that there are in all some 26 categories of rooms detailed. An indication is given of which of these many spaces should normally be found in the libraries of the various sizes described, and sizes are suggested for all these spaces for the different libraries.

The "average standard book stock" for each of the libraries can be calculated according to the standards which have already been described, and the committee recommended how these books should be divided between different parts of the library, including a theoretical apportionment of the required book stocks for children between the public library and school library or libraries. It, however, was stressed that the dimensions of rooms must be determined by the size of the book stock actually required and not mechanically by the size of the population. The required areas are calculated on the basis of 70-75 volumes per square metre.

Advice is given about the kind of audio-visual material for which accommodation needed to be provided.

The space requirements in the reading rooms have been dealt with in considerable detail for the different libraries under the headings of:

A. Adult reading room
B. Newspaper room
C. Youth section
D. Children's reading room

Areas calculated on the basis of approximate figures of space per reader:

A. 4 m^2; B. 3 m^2; C. 3 m^2; D. 3.5 m^2.

Example: For a library serving e.g. 25,000 population the figures are as follows:

A. 96 m^2; B. 30 m^2; C. 30 m^2; D. 91 m^2; Total 247 m^2.

The capacity of conference, exhibition and meeting rooms was considered and it was proposed that each library within the population range under discussion should have meeting rooms of more than one size, group rooms for study circles and similar activities and a larger room for meetings and exhibitions etc. It was recommended that the number of rooms for small groups should be not less than one per 5,000 to 6,000 inhabitants in the case of the smaller libraries,

holding up to 25 people. The large conference room should hold between 50 and 170 people. The actual space requirements could, it is stated, be roughly calculated at about 2 m^2 per person for the group rooms (including gangways and space for leader or speaker) and 1 m^2 per person for the large conference room (including gangways and space for speakers desk or dais).

The number of staff required in each of the typical libraries was calculated on the basis described later (one per 2,000 population) and accommodation for them was worked out on the basis of:

Librarian's office - 18 to 36 m^2 according to the number of people likely to attend meetings in the room (e.g. book selection meetings);

Other staff - minimum size of individual rooms - 12 to 15 m^2;
shared rooms - 8 to 10 m^2 per assistant.

On the basis of these and other detailed figures given in the report, approximate areas required for a large number of purposes in public libraries serving different populations can be calculated. But the figures quoted did not include a requirement for the main book stack, on account of the number of variables affecting the size of this, or other variable areas, such as entrances, corridors, stairs, lifts and service installations, for which an increase which it was said might vary from 20 to 50 per cent of the area for the spaces which could be calculated with the aid of the standards. For this reason no gross figure of floor area required for a given type of library or total floor area per thousand population is suggested.

Other standards

Staffing

No detailed staffing standards have been recommended in Denmark. All that can be said is that the Public Libraries Act 1964 requires that in libraries serving an area with a population of more than 5,000, a full-time librarian and the requisite clerical staff shall be appointed before 1 April 1969, and that if the work of the library is carried out by one or more full-time staff, the head of the library shall be a professionally qualified librarian.

Some staffing standards are however, assumed by the committee which drew up the premises standards "Folkebiblioteksbyningen". In their report they say that as there are so many variable factors involved, it has not been possible to draw up any standards in this field but, as it was necessary to make recommendations as to space requirements for staff, they have used as a working hypothesis which they said was supported by evidence - an overall standard for staff in public libraries, other than the regional central libraries - of 1:2,000 population. This was on certain assumptions, that the library is an average one with annual issues - to both adults and children - of about 8 volumes per head of population. Where this figure is exceeded, or there are additional services (including branches) more staff would be necessary.

Opening hours

The requirements for opening hours are to be found in the 1965 regulations (Note 2). The most important are:

Minimum opening hours in full-time libraries

less than 10,000 inhabitants:	20 hours per week	5 days a week
10,000 - 20,000:	30 hours a week	5 days a week
Over 20,000:	Weekdays from 10 a.m. to 8 p.m. earlier on Saturday.	

Minimum opening hours in regional central libraries

Weekdays from 10 a.m. to 8 p.m., earlier closing on Saturday but not before 2 p.m.

In part-time libraries the requirements for opening vary from 2 hours a week spread over 2 days to 10 to 14 hours spread over four days, depending on the number of inhabitants.

Audio-visual materials

Danish public libraries are under a legal obligation also to provide audio-visual materials, but no standards for this type of materials have been drawn up.

ACKNOWLEDGEMENTS

The first part of this survey is based on an article in Scandinavian Public Library Quarterly (vol. 2, No. 2, 1969) by Aase Bredsdorff and V. Klingberg-Nielsen, Library Inspectors at the Danish State Inspection of Public Libraries, and the second directly on the report "Public library buildings; standards and type plans for library premises in areas with populations between 5,000 and 25,000." (Note 4). Acknowledgements are made of the help given by the Danish State Inspectorate and the English translator of the report, Mr. Oliver Stallybrass.

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FRANCE

There are no standards for public library services issued publicly either by the government or by library associations or comparable bodies in France. However, an indication of the nature and scale of provision being made in new and improved public libraries in that country, from which a great deal of information about standards generally can be deduced, can be obtained from the following table, based on information, dated August 1969, supplied by the Direction des Bibliothèques et de la Lecture Publique of the French Ministry of National Education.

Guidance is given to local authorities, which have the direct responsibility for providing a public library service to the communities with more than 20,000 population about the accommodation and other facilities which should be provided. As the central government pays 50% of the capital cost of building and equipping new libraries or improving existing ones, as well as supplementing local book budgets according to a formula which gives most to those communities making the greatest effort to support their own libraries, the plans for new libraries, extensions and improvements have to be submitted to the Direction and satisfy their requirements to qualify for financial assistance.

Information taken from:

LIBRARY SERVING POPULATION

BIBLIOTHEQUES MUNICIPLALES: PROGRAMMES DE CONSTRUCTION. Mimeo FRANCE, MINISTERE DE L'EDUCATION NATIONALE, DIRECTION DES BIBLIOTHEQUES ET DE LA LECTURE PUBLIQUE. August 1969.

MUNICIPAL LIBRARIES	ADULT LENDING		REFERENCE			CHILDREN			GRAMOPHONE RECORDS M²	GENERAL ACTIVITIES ROOMS M²	WORK AREAS OFFICES, STORAGE SERVICES ETC. M²	SEPARATE BOOKSTACK (a) Books (b) Area M²	CIRCULATION SERVICES TOILERS ETC.ADD %	TOTAL AREA M²	TOTAL VOLS. PER HEAD POPN.
	VOLUMES*	AREA M²	VOLUMES*	SEATS	AREA M²	VOLUMES*	SEATS	AREA M²							
5,000-6,000	COMBINED SPACE		6/7,000	10	130	1,500-2,000	30	80	-	-	70	-	+25% 70	350	1.5
6,000-10,000	COMBINED SPACE		7/10,000	14-18	160	2,000-4,000	40	120	-	40	80	-	+25% 100	500	1.5 to 1.4
10,000-20,000	COMBINED SPACE		10/16,000	20-30	240	4,000-6,000	40-45	140	20	50	110	-	+25% 140	700	1.4 to 1.1
20,000-30,000	14/18,000	330	6/8,000	30-35	160	4,000-6,000	40-45	150	40	70	110	(a)10,000 (b) 60	+30% 280	1,200	1.7 to 1.4
30,000-45,000	14/18,000	330	7/9,000	35-45	180	4/6,000	40-50	150	50	80	310	(a)20,000 (b) 120	+30% 380	1,600	1.5 to 1.2
45,000-60,000	18 25,000	350	9/11,000	50-60	300	4/6,000	40-50	190	70	120	320	(a)30,000 (b) 180	+35% 510	2,000	1.4 to 1.2
60,000-75,000	18/25,000	350	10/12,000	60-70	340	6/7,000	50-60	200	70	140	345	(a)35,000 (b) 210	+35% 545	2,200	1.2 to 1.0
BRANCH LIBRARY 15,000	COMBINED SPACE		8/10,000 ± records	10	180	4/6,000	40	140	-	40	40	-	+25% 100	500	1

*Open access

FEDERAL REPUBLIC OF GERMANY

The public library service in the Federal Republic of Germany, in comparison with that of certain other countries, is seriously underdeveloped. There are many reasons for this. There is no central direction by the Federal Government, since public libraries are the responsibility of the individual States or Länder and, within them, of the local authorities. There is no library legislation requiring a service to be established or, if established, to conform to any particular standards. The local authorities which provide public library services are numerous, including the smallest communities in the villages and rural districts. In 1965 there were some 9,600 separate communities maintaining about 11,000 stationary libraries compared with 8,200 public library systems in the U.S.A. and about 500 library authorities in Great Britain. Only 77% of the total population of 58 million in the Federal Republic was served by public libraries. In 15,000 communities, mainly rural, not served by public libraries there existed small libraries established by the Roman Catholic or Protestant Churches - some 8,000 Catholic libraries with some nine million books and 4,500 Protestant libraries with about two million books. Such parochial libraries provided by the churches, existed also in areas served by public libraries. Also provided in all the major firms are well-organized works libraries for the use of employees.

The pattern of library provision for the general public in the Federal Republic of Germany is more complex than in many other countries where the public library service is entirely in the hands of local authorities, with assistance in varying forms and degrees from provincial, state and central governments. In the Federal Republic of Germany the States maintain state libraries (Stadtbiblioteken) in 27 cities. These are often called City Libraries and are reference libraries serving a scholarly minority. As a result it is not uncommon to find the public library service provided by a large municipality without a central lending and reference library, as the State Library fulfils this purpose to a large degree for the city and neighbourhood. About one-fifth of the State Libraries serve also as the main university library. However, in many large cities, especially where the State and university library is not centrally situated, the municipal authorities are developing their own central libraries for lending and reference purposes.

Two other factors which tend to diminish the use of the public libraries are that:

(1) In most public libraries small charges are made for the borrowing of books, though these charges are being progressively abolished, and

(2) the German people, by tradition, are book buyers and book owners.

Taking all these facts into account, but perhaps more particularly the excessively large number of library authorities many too small to provide an

efficient service, it is not surprising that book collections are inadequate in most libraries, and that library statistics show a relatively low use of public libraries. In 1965 only seven per cent of the population in the communities served by public libraries were registered readers; though in certain places 10% to 20% was being achieved. Despite this a great deal of progress has been made since the end of the Second World War, judged by circulation and expenditure figures, and by the amount of new library building; and librarians, the library associations and other bodies concerned have been active in pointing the way to improved service and greater use of the public libraries.

Four important documents have been issued proposing ways of reorganizing public library services and standards, which should be achieved.

The first publication, Kommunale Öffenliche Bücherei (The public library maintained by the community) (Note 1) was published in 1964 by the Kommunale Gemeinschaftsstelle für Verwaltungsvereinfachung, a local government organization which is concerned with efficiency. This body, in consultation with the Arbeitstelle für das Büchereiwesen, the Study Centre for Public Libraries, subsidized by the Federal and States governments but maintained by the Deutscher Büchereiverband (Association of Public Libraries), set up a committee of local government experts and librarians of communities of different sizes to consider the organization of public libraries in towns with over 10,000 population. This committee set down for the first time a number of standards for public library service, which took into account both international standards and state of library service in the Federal Republic. For communities with populations over 10,000 the following broad general requirements were stated:

A public library should be headed by a qualified librarian.

The book stock should be adequate in number and quality.

The library materials should be made accessible and be presented professionally and there should be readers' advisory and reference services.

Public libraries should allow open access to their collections.

Bibliographical tools as well as periodicals should be available to the library users.

There should be reading and study rooms or areas.

Public libraries should participate in interlibrary lending. (They are excluded from existing arrangements which are confined to academic libraries.)

Opening hours should be long and convenient for the public.

Some other, including quantitative, standards were proposed, including the following, and it was suggested that the standards should be reached within five or ten years.

Registered readers and use

For the purpose of the standards it is assumed that 15 per cent of the population will be registered readers and that each reader will borrow 30 volumes a year, or 4.5 volumes per head of population.

Book stocks

There should be at least one volume per head of the population, with figures of adult and children's books suggested as a guide.

Total volumes (thousands)	Adult books (thousands)	%	Children's books (thousands)	%
15	10	67	5	33
20	13	67	8	33
25	16	67	8	33
30	20	67	10	33
40	28	70	12	30
50	38	76	12	24
100	88	88	12	12

For libraries serving small populations a higher total figure is required, e.g. 1 - 5,000 : 2.5 volumes per inhabitant; 5 - 10,000 : 2.0 volumes per inhabitant.

To replace worn out or outdated books, 12 per cent of the existing number of books (excluding reference stocks) should be added each year together with a further 3 per cent for the extension of the book collections. This does not apply to new branches or to branches in suburbs.

Public libraries need to increase their holdings of learned literature, even if there exists a university or state library within the city boundary.

It may be necessary to provide books for other institutions in the community, such as schools and colleges, hospitals, old peoples' homes.

Service

Public libraries should be within easy reach. In general, no one likes to travel more than 15 minutes (one kilometre) to the nearest service point, but, in outer suburbs with less dense building, the distance can be increased to 1.5 kilometres. The same distance applies to the stopping places of mobile libraries.

The main library should be open for 40-60 hours a week, including Saturdays, and the average branch library for 20-30 hours a week.

Branch libraries should be established for areas of not less than 10,000 people and should offer a book collection of not less than 10,000 volumes of which 3 000 might be children's books.

Mobile libraries should visit at least once a week for a sufficient length of time. They should have a capacity of 2,500 to 4,000 volumes and a total collection of 10,000 to 15 000.

Public libraries should make their resources available to the public including persons who do not live in the community without charge, except for overdue books.

Other libraries, such as those provided by industrial firms or churches, may supplement but cannot substitute for a public library.

Staff

In the smallest library unit there should be at least one professional librarian and one non-professional assistant.

Staff requirements begin with qualified staff. The requirements for other staff depend on local organization of duties and other factors.

For staff generally, the number of loans and the number of accessions are the principal factors. Local circumstances, such as opening hours, organization of the library and services provided, design of the building, are secondary factors.

As an average standard for readers' services, one qualified librarian for every 30,000 loans a year can be taken. But this cannot be strictly applied.

For other regular duties, staff needs are determined principally by the rate of accessions and one librarian is required for every 7,500 accessions. This can alternatively be expressed as one-fifth of the number required for the readers' services.

In general, two non-professional assistants are required for every qualified librarian. If certain duties are centralized in a library system or other forms of co-operation, the ratio might be reduced to 1 : 1. But further provision must be made if specialized libraries and reading rooms exist.

To achieve the highest quality of book selection at a time when more and more learned literature is purchased by public libraries, librarians should be employed as specialists for main subject areas, such as pure science, technology, the humanities, the social sciences, fiction and children's literature. Libraries in smaller communities should seek to benefit from larger systems or to join with other communities.

Each mobile library should be staffed by one librarian, one library assistant (the driver), with one library assistant working at the base.

A second document was issued by the Deutscher Büchereiverband in 1966 entitled Grundlagen für die Bibliothekarische Regionalplanung (Basis for regional library planning) (Note 2). This contained some basic proposals and standards for the formation of library systems and library regions, and elaborated some

of the standards included in the first document. This recommended the local authorities and other bodies providing public libraries which satisfied certain requirements to combine to form "library systems" which should serve an optimum population of about 500,000. These systems would maintain stationary and mobile libraries; the larger libraries in the system would make their resources available for inter-library loan and might send out circulating collections to smaller libraries or provide facilities for mobile libraries. One library in each system, offering an open access collection of at least 50,000 volumes, should act as a central library and a clearing house for external inter-library loans. Each system would need a headquarters linked with the central library, or another main library in the system, at which there would be the "system's librarian".

In addition to the "systems", numbering possibly 150, the document proposed the establishment of a small number of "Regions", which might be identical with a federal state or with one of the regions of the exsiting German inter-library loan structure. The regions would try to provide most of the literature requested from their own resources and would establish union catalogues to facilitate inter-library lending. They would provide books through the national inter-library loan scheme or from abroad, would be responsible for the education of librarians and would provide a centre for the advancement of library methods by the exchange of ideas and information.

A third document published by the Arbeitstelle für das Büchereiwesen in 1968 entitled Flächenbedarf Öffentlicher Büchereien - Bedarfsberechnungen, (Area requirements for public libraries: estimates) (Note 3) gives recommended building standards for accommodation required to meet the book stock and other recommendations in the 1964 "Kommunale öffentliche Bücherei".

This document is too detailed to be more than briefly referred to here. On the basis of assumptions about total stocks of the various types of library materials, staffing, hours of opening, figures of actual loans, areas are calculated for all sections of the library premises. Total net areas (excluding circulation and services) in square metres per 1,000 volumes held (which on the basis of one volume per inhabitant corresponds also to square metres per thousand population) are suggested. These calculations are based on areas considered to be required for each different purpose. Two examples of these bases are quoted here:

		Square metres per 1,000			
		Reference	Non-fiction	Fiction	Children
1.	Shelf spaces	52.5	14	12.6	15.0
2.	Working spaces for users	66.9	19.8	15.9	24.6

The resultant net areas are as follows:

Total volumes (thousands)	15	20	25	30	40	50	60	80	100
Area: square metres per thousand population	37	35	34	33	42	42	41	44	42

Model estimates are also given for special libraries and special services, including a music library with 30,000 volumes, 3,000 records and a reference library, and a mobile library centre, together with data about shelving under different library conditions.

Finally, in January 1969, the Deutscher Büchereiverband issued a further document entitled Bibliotheksplan - 1. Entwürf für ein umfassendes Netz allgemeiner öffentlicher Bibliotheken und Büchereien (Library plan - 1. Model for a comprehensive network of German public libraries). This contains standards for developing individual libraries and a comprehensive library network, building on the earlier statements referred to. In particular it refers to three levels of library, indicating their respective rôles and expected standards of service.

"First stage libraries", which will serve small communities, such as branch libraries in larger systems or community libraries in rural areas, must have a minimum stock of 10,000 volumes and be open on five days a week for at least 30 hours. They should be part of a system and connected with the central library of the system for book selection, book processing, loan transactions, information services and other forms of assistance.

"Second stage libraries" offering a higher level of service would be those in cities and towns in association with rural areas which form the central library and headquarters of the library systems, and local libraries in larger communities. These libraries should provide a comprehensive service and services for other libraries in their system, including a union catalogue and participation in inter-library lending.

National and State libraries, university and other outstanding libraries in the library region are regarded as libraries of the "third stage". They should make books and other materials available to users throughout the State through local public libraries and the inter-lending arrangements. They should organize and control the regional inter-library lending and should collect all the literature which cannot be stored in the library service of the region. They should render bibliographical and other services to libraries in their region.

The plan is based on the assumption that the libraries of the first and second stage take care of German language and literature and translations. Foreign language literature is expected to be mainly in the third stage libraries at present, since the smaller libraries have to meet the standards in the German collections before going further.

In all libraries a reference and information collection of different dimensions should be provided. Estimates are given of the initial cost of the reference materials required for the three levels of libraries viz: 11,000; 75,000; and 145,000 D.M. plus 10 per cent annually for the upkeep of the reference collections. The plan proposed that in libraries of the second stage 500 periodicals should be available. For the third stage libraries there exist a number of lists of periodicals which suggest that about 1,000 periodicals in German are necessary. Foreign language periodicals would have to be added.

Plans have thus been laid and standards of service indicated, which if implemented would ensure that, through co-operative networks integrating all libraries and adequate inter-library loan facilities, the public libraries in the Federal Republic of Germany could meet the demands made on them.

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Acknowledgement is made to Mr. Horst Ernestus, Deputy Librarian, Cologne Public Libraries, for the use of material contained in his paper to the Library Association Conference, September 1965, on the public library situation in the Federal Republic of Germany, and to Miss A.G. Polden for assistance in translation.

HUNGARY

Information has been supplied by the Centre of Library Science and Methodology in Budapest as to recommended standards for new public library buildings. The following qualitative standards have been extracted relating to small and medium-sized libraries.

TABLE I - HUNGARY

Libraries serving number of inhabitants	Percentage of registered readers to be planned for	Number of books per inhabitant	Number of books	
			Free access	Storage
Under 1,000	-	3	3,000	-
1,000 - 2,000	25	3 - 2.2	3,000 - 3,240	1,200
2,000 - 3,000	25	2.2	3,240 - 4,400	1,200 - 2,200
3,000 - 5,000	25	2.2	4,400 - 6,500	2,200 - 3,600
5,000 - 8,000	25	2.2 - 2.1	6,500 - 11,200	3,600 - 5,600
8,000 - 12,000	20	2.1 - 1.75	11,200 - 14,000	5,600 - 7,000
12,000 - 16,000	20	1.75	14,000 - 18,000	7,000 - 10,000
16,000 - 25,000	20	1.75	18,000 - 28,500	10,000 - 15,250

TABLE II

Libraries serving number of inhabitants	Number of places in reading room	Total floor area (square metres) (excluding lecture halls, meeting rooms)	Area per 1,000 inhabitants
Under 1,000	10	55	55*
1,000 - 2,000	10 - 17	55 - 80	40*
2,000 - 3,000	17 - 26	80 - 120	40*
3,000 - 5,000	26 - 34	120 - 250	50
5,000 - 8,000	34 - 50	250 - 352	44
8,000 - 12,000	50 - 60	352 - 432	36
12,000 - 16,000	60 - 80	432 - 580	36
16,000 - 25,000	80 - 125	580 - 800	32

* Areas with primarily library functions in cultural centres.

ITALY

A statement concerning desirable standards of public library service was published by the Italian Library Association in 1965 (Note) but it has not been possible to summarize this for inclusion in this survey. The document quotes extensively from the IFLA standards recommended in 1958, the American Library Association standards and those recommended in the Roberts report and by the Library Association for the United Kingdom.

The chapter headings are as follows:

1. The responsibility of the public library in a modern democracy.

2. The objectives of the public library.

3. Single libraries and systems. Co-operation between libraries.

4. Principles of organization of the materials provided and of the service to the public.

5. Standards of financial provision, buildings and staff.

6. The administration of the public library or of the library system. Relations between the public library and the local community.

7. The responsibilities of the government and the relations between the minor and intermediate local bodies.

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JAPAN

The value and function of the public library was not appreciated in Japan until after the Second World War, when a library law, passed in 1950, set up guidelines for its development and aimed at directing the contribution of the libraries to the promotion of the nation's education and culture.

According to a survey in April 1967, there were then only 815 libraries for public use in the country, that is one state-run library, 77 operated by prefectural governments, 497 operated by cities and wards, 17 village libraries and 37 private libraries. This is few for a population of some 100 millions and the inadequacy is particularly evident in the towns (as opposed to the cities) and the villages. Even where there are public libraries, the money provided, e.g. for the purchase of books, is very low. The Metropolitan Library in Tokyo, the biggest public library in Japan, serving the ten million population of the capital city, has an annual purchasing budget of only 13 million yen (£15,000, 36,000 U.S. dollars approximately). Public libraries with more than 10 million yen for the purchase of books number only eight.

In contrast is the growth of university libraries. With over 10,000 students, there are over 700 university libraries. Some universities spend as much as 100 million yen a year (£115,700, 278,000 U.S. dollars approximately), on books and other materials for their libraries.

(The foregoing information is taken largely from Japan information bulletin, 16 (2), 15 January 1969, pp. 15-17, reprinted in Library association record, 71 (6) June 1969.)

The Japan Library Association has been active in promoting the development of public libraries and, in addition, a Sub-Committee of the Social Educational Council of the Ministry of Education has produced a set of standards indicating desirable levels for establishing and managing public libraries, of which an abridged version has been made available in English by the Library Association.

Organization

The document states that:

(i) The urban and rural prefectures are responsible for establishing public libraries in the prefectures.

(ii) The municipalities (including special municipalities) are responsible for establishing public libraries in the municipalities, and the size of the library should be increased in areas with more than 100,000 population, by reason of total population, population density, topography, traffic density and other factors.

(iii) The towns and villages should establish libraries. But, where they find it difficult to set up separate libraries, joint libraries should be established by the union of neighbouring municipalities, towns and villages.

Among the principal standards indicated in the document are the following:

1. Activities

So as to give the best service, the libraries are responsible for the establishment or provision of:

proper services for young people and children as well as for adults;

reference services, reading guides and copying services;

branch libraries and stations for lending books in consideration of regional demands;

a network of services in co-operation with private libraries, public halls and schools, and mobile lending libraries.

They should also establish co-operative relations between libraries, (whether the providers are the same or not), for the co-operative acquisition and adjustment of materials, reference services, and for inter-library lending.

The urban and rural prefecture libraries should be responsible for the following, in co-operation with city, town, village and private libraries:

making contact with the libraries within the prefecture and promoting a co-operative relationship between them;

regulating the acquisition, adjustment and preservation of materials within the prefectures; giving help to local libraries in compiling union catalogues, in lending materials and in rendering reference services;

acquiring local government materials as well as local publications and to preserve them for practical use;

providing local services to districts not covered by city, town and village libraries by means of mobile lending libraries;

where more than two libraries are to be established in the same municipality, one of these should be responsible for regulating the others to promote the service among the libraries.

2. Materials

The total volumes and the volumes purchased annually in the library should be as follows:

(a) Urban and rural prefecture libraries

For libraries serving up to one million population, total volumes should be over 200,000 and volumes purchased annually should be over 10,000: both figures should be increased in consideration of library extension work, assistance to city, town and village libraries.

For libraries serving over one million population, the following formulae should be applied to obtain the basic figures.

Total volumes 0.05 x (population minus one million) + 200,000

Example: population two millions: total volumes 250,000

Volumes purchased annually

0.003 x (population minus one million) + 10,000

Example: population two millions: volumes purchased annually 13,000

Where the population served exceeds 5 millions, the minimum number of volumes to be purchased annually for the population over 5 millions should be calculated using a factor of 0.0016 instead of 0.003. Example: population 7 millions, volumes purchased annually 23,000 - the figure for 5 millions - plus 0.0016 x 2 million, i.e. total of 26,200.

(b) City (or ward) library

For libraries serving up to 100,000 population, total volumes should be over 50,000 and the volumes purchased annually should be over 4,000: both volumes to be increased in consideration of library extension work, the number of libraries in the city (or ward), and other regional requirements.

For libraries serving 100,000 to 300,000 population, total volumes should be 50,000 plus 0.4 x population over 100,000.

Examples: 200,000 : 90,000
300,000 : 130,000

Annual additions 4,000 plus 0.015 x population over 100,000.

Examples: 200,000 : 5,500
300,000 : 7,000

For higher populations similar principles are followed but the factors for additional population are dininishing ones, e.g. 300,000 to 500,000 0.2 and 0.01; 500,000 - 1 million 0.12 and 0.008; over 1 million 0.08 and 0.003.

Examples	Minimum Total stock	Minimum Annual additions
500,000	170,000	9,000
900,000	218,000	12,200
1,500,000	270,000	14,500

(c) Town and village library

Total volumes should be over 20,000, and the volumes purchased annually should be over 1,500 in town and village libraries and in town-village joint libraries; total volumes should be over 50,000 and the volumes purchased annually should be over 4,000 in the city-town-and-village joint libraries.

As to audio-visual materials, the libraries are responsible for acquiring not only those made for classroom use but also photographs, charts, gramophone records, sound and video tapes, filmstrips and movie films. The libraries are also responsible for recording them, acquiring reference data on them and preserving them.

As to newspapers and periodicals, the following items are recommended:

Newspapers: In urban and rural prefecture libraries and in city libraries, over 10 nation-wide or similar to nation-wide newspapers should be acquired as well as local newspapers, especially those published in the nearby districts with which the prefecture or the city has close relation in industry and in communication.

Periodicals: Representative periodicals in every field and government periodicals, as well as technical and foreign should be acquired.

Over 300 periodicals should be acquired in urban and rural prefecture libraries, and in the city library serving over 1,000,000 population; over 100 in city (or ward) libraries and in city-town-and-village joint libraries; over 30 in town and village, and town-village joint libraries.

Government periodicals should not be included in the figures.

3. Personnel

The library should be provided with a chief librarian who has both expert knowledge of the library and administrative ability, with trained librarians who have knowledge and ability in choosing, acquiring, (adjusting), preserving and interpreting the materials, and with the other staff.

The standards for the number of the staff should be as follows:

(1) Trained librarians

(a) In urban and rural prefecture libraries

Over 25 trained librarians should be provided as a minimum and the figure should be increased in consideration of the total number of volumes, the number of volumes purchased annually, library extension, and other activities.

In a library serving over 1,000,000 population additional qualified staff should be appointed on the following formula -

$$25 + \frac{0.04}{10,000} \times (\text{population minus } 1,000,000)$$

Example: population 2 millions; minimum number of trained librarians 31.

(b) In city (or ward) library

In libraries serving up to 100,000 population, over 7 trained librarians should be provided as a minimum and the figure should be increased in consideration of the number of the libraries, volumes increased annually, library extension and other activities.

In libraries serving over 100,000 population, the following formulae should be applied to obtain for the basic figure.

Population served up to 300,000:

$$7 + \frac{0.3}{10,000} \times (\text{population minus } 100,000)$$

Example: Population 300,000: trained staff 13

Up to 500,000 :

$$13 + \frac{0.25}{10,000} \times (\text{population minus } 300,000)$$

Example: Population 500,000: trained staff 18

Up to 1,000,000 :

$$18 + \frac{0.15}{10,000} \times (\text{population minus } 500,000)$$

Example: Population 1 million: trained staff 26

Over 1,000,000 :

$$25 + \frac{0.05}{10,000} \times (\text{population minus } 1,000,000)$$

Example: Population 2 million: trained staff 29.

(c) In town and village libraries

In town and village libraries and town-village joint libraries over three trained librarians should be provided, and over seven in city-town-and-village joint libraries.

(2) Other staffs

The number of the other staffs should be the same as or more than that of trained librarians.

4. Buildings

(1) The library buildings should be provided with the following facilities, large enough to fulfil their functions and with the necessary equipment for:

reading and lending;

library extension;

lending and using audio-visual materials;

repairing materials;

reference services;

preserving materials;

copying services, reading and preserving microfilms and the work of inter-library co-operation;

meetings and exhibitions;

administration.

(2) The standards for the total floor area of the buildings should be as follows, the total floor area to be increased in consideration of the increase of the number of volumes held and the scope of the activities of the library.

(a) In urban and rural prefecture libraries

Up to a population of 1,000,000 there should be a minimum total floor area of 4,000 sq. m. For a library serving over 1,000,000 population, the following formula should be applied for the basic figure.

$$4{,}000 \text{ sq.m.} + \frac{5 \text{ sq.m.}}{10{,}000} \times (\text{population minus } 1{,}000{,}000)$$

Example: Population 2 millions: area 4,500 sq.m.

(b) In city (or ward) libraries

For libraries serving under 100,000 population the total floor area should be over 1,200 sq.m. For libraries serving over 100,000 population, the following formulae should be applied for the basic figure.

Up to 300,000:

$$1{,}200 \text{ sq.m.} + \frac{50 \text{ sq.m.}}{10{,}000} \times (\text{population minus } 100{,}000)$$

Example: Population 300,000: area 2,200 sq.m.

Up to 500,000:

$$2{,}200 \text{ sq.m.} + \frac{40 \text{ sq.m.}}{10{,}000} \times (\text{population minus } 300{,}000)$$

Example: Population 500,000: area 3,000 sq.m.

Up to 1,000,000:

$$3{,}000 \text{ sq.m.} + \frac{20 \text{ sq.m.}}{10{,}000} \times (\text{population minus } 500{,}000)$$

Example: Population 1,000,000: area 4,000 sq.m.

Over 1,000,000:

$$4{,}000 \text{ sq.m.} + \frac{10 \text{ sq.m.}}{10{,}000} \times (\text{population minus } 1{,}000{,}000)$$

Example: Population 2,000,000: area 5,000 sq.m.

(c) In town and village libraries

The total floor area of town and village libraries and town-village joint libraries should be over 330 sq.m. and in city-town-and-village joint libraries over 1,200 sq.m.

(5) Equipment

The report also indicates the range of equipment which libraries need to have to carry out the various functions which are specified.

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NEW ZEALAND

The public library standards proposed in 1966 by the New Zealand Library Association (Note) are modelled on those of the United States in their form and style. They adopt the same method of giving general principles and detailed standards. The document is, of course, very different because of local conditions. For example, New Zealand is one of the few countries still left in the world where a certain part of the library book stock is commonly organized on a payment basis in the form of a "rental collection".(1) The existence of these rental collections has some effect on the way in which quantitative standards are expressed, i.e. free books and rental books, and may have some effect on the standards for free books compared with other countries without the rental system.

The New Zealand Library Association has adopted the United States standard that the minimum unit for an efficient service is 150,000 population, and similarly, therefore, it encourages the formation of regional library services, which would enable library service to be given over wider areas than that of a single local authority. It recognizes, however, that small library units must continue, in many cases not co-ordinated in a library system, and so the Association has, in addition to the minimum standards based on the requirements for a minimum level of adequate library service to all citizens wherever they live, proposed a set of provisional standards reflecting the best practices of public libraries in New Zealand. These provisional standards are mostly statistical and can be applied to any size of population. But only in the largest libraries will adoption of these provisional standards result in minimum standards being reached. Like so many other documents of its kind, it starts with a statement of the purposes of the public libraries which it likens to the articles of a public librarians' faith. It includes a model statement of objectives of the kind it hopes the individual local authorities will adopt under headings such as:

To be an instrument of democracy and good citizenship;

To be a powerful instrument for supplementing education in schools and sustaining the desire to learn;

To contribute to the economic life of the community;

To present art and imaginative literature in abundance.

Public library government and units of service

Under this heading the statement deals with the following:

(1) This rental collection is not intended to include, either permanently or for a limited period, books and periodicals with significant informational value or written with a serious purpose.

Public library service should be free and universally available;

Public library service is essentially a function of local government;

The functions of the local authority and of the librarian should be clearly distinguished;

The informed interest of the library committee is essential;

Finance should be the joint responsibility of local and central government;

Minimum level of financial support for adequate library service;

The small local authority cannot provide an adequate library unaided;

In terms of total book supply, New Zealand will be one unit for many years to come: all libraries should take part in the inter-loan scheme either directly or indirectly through association with the Country Library Service(1), or with future regional schemes;

The development of public library service and the building of regional collections must be based on larger units of service;

A regional pattern of public library service should be the prime objective of the future.

Public library resources

Under this heading there is a plentiful collection of quantitative and qualitative standards, both for the minimum standards and the provisional standards. Illustrating the principle that "the quality of a library's service depends principally on the size, quality, range and balance of its stock of books and periodicals", the following detailed standards are stated:

Book stocks

The minimum standard requires that borrowers should have access to at least:

100,000 titles in non-fiction and foreign languages;
7,500 fiction titles;
7,500 titles for children and young people, not also in the adult collection;
500 periodical titles in runs of 5-10 years.

(1) The "Country Library Servie" is run by the National Library and paid for by the central government. Through this additional stocks of books are made available to individual libraries.

This range should be available from regional centres. The minimum number of free books in a library or branch library, including books on loan, should be 6,000 books, of which at least 1,500 should be for children and young people, plus 1,500 rental books.

The provisional standard requires the total free book stock to be 140-200 books per 100 population served. Books for children and young people should be between 40 and 50 per 100 population served. This standard requires in addition that borrowers should use the National Library of New Zealand Service Request and Information Service and the inter-loan system as a matter of course.

Annual purchases

For the minimum standard these should be at least:

Non-fiction - 5,000 new titles should be bought each year to maintain a collection of 100,000 non-fiction titles;

Fiction - 5000 new titles should be bought each year to maintain a collection of 7,500 fiction titles;

Children's and young people's - 750 new titles, not bought also for the adult collection, should be bought each year to maintain a collection of 7,500 titles;

Periodicals - subscriptions to a minimum of 750 periodicals, including duplicate subscriptions, as well as indexing and bibliographic services etc.

To maintain the physical quality of any lending collection (exclusive of non-fiction), accessions measured by the number of books must be in proportion to issues. Assuming a regular programme of rebinding, one book must be bought in each section for the number of issues each year as follows:

Fiction	-	1 book for every 90-100 issues
Children's fiction	-	1 book for every 50 issues
Children's non-fiction	-	1 book for every 75 issues
Young people's books	-	1 book for every 75 issues

Over adult non-fiction stock as a whole, annual accessions should equal, as a minimum, 7 1/2% of stock on the open shelves. Some more popular sections may require a higher accession rate.

The free fiction, children and young people's book stock should not fall below 8-10% of the annual issues for each section: this applies also to the more popular sections of non-fiction.

The provisional standard requires that at least 15 books per 100 population served should be purchased for the free collection each year by any library, one-third of them being for children and young people. Libraries (including branches)

which are serving 10,000 people or less, should have at least 2,000 new free adult titles appearing on their shelves each year, increasing to 4,000 titles a year for libraries serving 40,000 people. These figures may be achieved only by purchase or loan. The smaller the library, the smaller will be the number of its own books and the greater the number borrowed from other libraries.

Qualitative standards are indicated in comments on :

High standard, in content and presentation, of material added to the collection;

A balance among the major sections of the collection, and the compenent parts of these sections;

The need to hold material giving both sides of controversial questions;

Acquisition policy being influenced by the existence and contents of other libraries in New Zealand and in immediate area;

Use should be made of national resources to satisfy the specialized needs of readers;

Material asked for frequently should be purchased by the library.

Reference material

The following standards are recommended:

Minimum standards - trained staff, ready access to the basic collection of at least 100,000 non-fiction titles and to a non-circulating collection of at least 4,000 books, excluding stack room stock, maintained by 400 new books per annum (excluding pamphlets). The children's library must have its own reference collection at a suitable level, in addition to access to the adult reference collection.

Provisional standards for the smallest library require a collection of 100 volumes of basic reference books, including a number of stated items. For libraries serving more than 10,000 people, the range of the stated items in the adult reference library is enlarged and recommendations are made concerning items of reference material required for the children's library.

Other standards in this field include -

Selection of material should not be limited by format - may include non-book written material and e.g. recordings, slides; films.

All collections should contain current periodicals and newspapers.

Larger libraries should maintain lending collections of recordings, art prints, lithographs and original paintings, and of miniature and playing scores.

Systematic withdrawal of material is essential.

Historical material of value to the community should be collected and preserved.

On the nature of the public library services to be provided the document refers to:

(a) Service being provided free to all persons within the local authority's area, with the exception of the rental collection of light reading.

Under this heading it deals with the question of charges, concluding inter alia that fees should not be charged for use of inter-loan or request service or for postage, for reservation of books (except rental books) or for borrowing from record or picture collections.

(b) Opening hours, as long as consistent with economical administration, lending libraries to be open normally on six days a week; large libraries to be open on Sundays, in the winter months at least, for reading and study.

(c) Library material to be organized efficiently for convenient use and the library should aim at the most complete use of its resources by the community (e.g. lending for reading outside of the library should be as generous as possible); no limits to the number of items that may be borrowed for a serious purpose; loan periods to be varied to meet special demands.

(d) The simplest measure of a lending service is the number of books issued a year; as a standard it is suggested that a good library service will issue 8-10 free books a head of population served each year; at least 3 of these being from the children's and young people's collections.

(e) Organization of the lending service

Membership - assuming that re-registration is at three yearly intervals, at least 40% of people in the area should be registered as members.

Large centres to be served by branches and book mobiles; establishment of a branch should be considered only in a reasonably compact area which has a natural centre and a population of 5,000 or more.

(f) Organization of the reference service

A minimum of four subject areas (e.g. music and fine arts and social sciences and humanities, commercial and technical and New Zealand), each staffed by two "subject" librarians is necessary for adequate service.

A reference and inquiry section especially directed to the needs of industry and commerce is required and a qualified librarian with a technical background and experience for this kind of work is desirable.

(g) Organization of children's and young people's libraries

Of particular interest:

Public libraries should place no restriction on the use of their facilities by students, but the formal educational needs of these students should be met by the libraries of their own institutions.

The children's librarian and staff must be familiar with their stock in a way which is not possible with wider adult stock.

For the transition from the children's to the adult library, a special collection of books should be provided; there should be no impediment to the use of the adult subject collections by this age group if they so desire.

(h) General

Libraries should provide a readers' advisory service. Libraries need to know their community and to work closely with any group which can make good use of the library's resources.

(i) The rental collection

Standards are recommended indicating the ephemeral nature of the material. Books which will not average at least 20 issues a year should not be purchased for these collections. The rental collection should not dominate the library; issues from it should not be more than 40% of the total adult issues. Receipts should be approximately 2 1/2 times the cost of the books purchased calculated over a three year period. Rental collections should not be exploited to increase the library's income, nor be subsidized at the expense of the free service.

Staff

Three general principles are stated; that adequate library service requires professional librarians with intermediate and clerical assistance, that staff conditions of appointment and employment should ensure work satisfaction and that all posts should be established and organized as part of a career service.

New Zealand professional training leads to the Diploma or Certificate of the New Zealand Library School, which may be followed after at least three years satisfactory service by the standard professional qualification, the Associationship of the New Zealand Library Association. The standard intermediate qualification is the Certificate of the New Zealand Library Association.

In addition the following quantitative standards are recommended:

The library should employ one full-time library worker per 2,000 people in the area served.

At least one-third of the library staff (excluding maintenance staff) should have completed the New Zealand Library School course or the New Zealand Library Association Certificate course (i.e. professional and intermediate staff).

The minimum standard requires a staff of qualified administrators, together with persons who have special qualifications and training for reference services, service to children, advisory aservice to readers, lending services and cataloguing.

The provisional standard for libraries serving up to 10,000 people, where qualified staff is not available, requires a librarian with a knowledge of books and an understanding of people, who is willing to undertake training through the County Library Service short courses or through the New Zealand Library Association's Certificate course. Leave with pay while training should be provided.

Premises

Standards for public library buildings were issued by the New Zealand Library Association in 1949 and 1959. The 1966 document gives statements of principles and detailed standards based on the previous standards matters dealt with include the following:

A good standard of library service must be assured when a new building or extensive modification is planned. A fine building does not make a fine library and public bodies should not erect library buildings unless council responsibility for library service is assured.

The site should be in the busiest part of the town, on the main street in a small borough and in the heart of the shopping or business area in the larger towns.

All libraries which serve a population of 4,000 or more should be planned as separate units, and not as a subordinate part of a civic centre, or as part of a building or block to be used for other purposes.

The planning of the interior arrangement, including the design and placing of the shelving and furniture should be completed before the exterior is designed.

The library building should be flexible and allow for expansion. The needs for the next 20 years should be considered when planning the building.

A single-storey building should be preferred; a mezzanine may be practicable for workrooms and staff rooms. The building should be planned on a modular principle with a minimum of solid interior walls and internal pillars. It should be capable of adaptation for future changes in service.

In discussing the internal arrangement of the libraries, a number of quantitative standards are proposed, e.g. special provision should be made for children and young persons in all public libraries; in libraries serving a population under 10,000, at least one-fifth of the total public service area should be allocated to children's reading and browsing. Libraries serving a population of

10,000 or over will require a closed access stack for reserve stock and less used material, the amount of which will depend on the access to regional and other large collections. Larger libraries should provide a separate meeting room suitable for educational groups. All libraries should have toilet facilities for children and such facilities for use by adults and children is recommended for larger libraries.

In an appendix is given a table relating to building standards for premises serving populations up to 50,000. Some examples from this table are given overleaf.

BIBLIOGRAPHY

Note: New Zealand Library Association. Standards for public library service in New Zealand, Wellington, 1966.

NEW ZEALAND - TABLES RELATING TO BUILDING STANDARDS

Examples

Population served	Size of book collection	Linear feet of shelving	Amount of floor space	Reader space	Staff work-space, cloak-rooms, etc.	Estimated additional space needed*	Total floor space
6,000 - 8,000	12,000 vols. plus 2 books per head of population over 6,000	1,500 ft. add 1 ft. of shelving for every 8 books over 12,000	1,200 sq.ft. add 1 sq.ft. for every 10 books over 12,000	900 sq.ft. add 5 seats per 1,000 over 6,000 pop. at 30 sq.ft. per reader space	900 sq.ft. (83.6 sq.m.)	1,200 sq.ft. (111.5 sq.m.)	4,200 sq.ft. (390.2 sq.m.) or .7 sq.ft. (0.65 sq.m.) per head, whichever is greater
10,000 - 15,000	20,000 vol. plus 2 books per head of population over 10,000	2,500 ft. add 1 ft. of shelving for every 8 books over 20,000	2,000 sq.ft. add 1 sq.ft. for every 10 books over 20,000	1,500 sq.ft. add 5 seats per 1,000 over 10,000 pop. at 30 sq.ft. per reader space	1,500 sq.ft. (139.4 sq.m.)	2,000 sq.ft. (185.8 sq.m.)	7,000 sq.ft. (650.3 sq.m.) or 0.7 sq.ft. (.065 sq.m.) per head, whichever is greater
25,000 - 50,000	62,000 vol. plus 2 1/2 books per head of population over 25,000	7,750 ft. add 1 ft. of shelving for every 8 books over 62,000	6,200 sq.ft. add 1 sq.ft. for every 10 books over 62,000	2,250 sq.ft. add 3 seats per 1,000 over 25,000 pop. at 30 sq.ft. per reader space	3,000 sq.ft. (278.7 sq.m.)	3,550 sq.ft. (329.9 sq.m.)	15,000 sq.ft. (1,393.5 sq.m.) or .6 sq.ft. (.056 sq.m.) per head whichever is greater

*Additonal space is for heating equipment, cleaning materials, stairways, public lavatories and other purposes not included specifically under headings.

NORWAY

In Norway there are at present no published library standards, but the State Library Directorate has furnished information concerning the standards of provision currently required by law, and also the standards recommended to local authorities by the government through the Library Inspectorate.

A new library law and detailed regulations, based on the recommendations of an expert committee under the chairmanship of the State Library Director, Mr. Andreasson, are expected to be passed shortly, when the minimum standards required are likely to be more explicit.

Book stocks

In the draft of the new library law, no quantitative standards are laid down, but a duty to provide books and other materials is likely to be laid down in general terms such as the following:

"Public libraries shall have as their responsibility the promotion of information and other cultural activity, by making available books and other appropriate material free of charge to all who live in the country."

The detailed regulations to be made under the new Act are also only likely to describe in general terms the requirements of the relevant section of the Act, but there will in addition be issued material of an advisory nature. The draft regulations proposed by the committee include such statements as:

> "Public library books and other material shall be obtained in accordance with the aim of giving individuals and groups the best possible opportunity to acquire subject and general educational knowledge, the widest possible information and orientation about current social problems and the possibility of self-development."
>
> "The object of this section of the Act may be achieved through the quality universability and current usefulness in the selection of the material the library has at its disposal."
>
> "All the public libraries shall, in addition to books for loan, have a reasonable choice of handbooks, reference books and periodicals."
>
> "By other appropriate material is meant the differing forms of audio-visual media, such as gramophone records, film, tapes, transparencies and pictures, original works of art, reproductions etc., but not apparatus."

However, the State Library Directorate, in advising local authorities on book expenditure and in dealing with proposals for new or improved library premises, works on the principle that libraries in areas with less than 6,000 inhabitants must have a book stock of at least 2 volumes of current literature per inhabitant, and in larger areas of 1.5 volumes per inhabitant.

Opening hours

At present, a public library receiving up to kr. 2,000 a year in total grants for books and salaries must be open at least one hour a week, 40 weeks in a year. A library receiving more than this amount must be open at least two hours a week, 40 weeks in a year, preferably spread over two days a week. This indicates what was considered in 1947 to be the absolute minimum of service to qualify for state grants and can hardly be called a standard.

The minimum requirements likely to be proposed in the regulations following the passage of the new law are much more demanding. They are:

Main libraries

Inhabitants in service area*	Hours per week	Divided between - number of days
Up to 1,000	6	2
1,000 - 2,500	6 - 10	2 - 3
2,500 - 5,000	10 - 15	3 - 4
5,000 - 7,000	15 - 20	4 - 5
Above 7,000	20	5

*Note - Should the library have a branch, the number of inhabitants in the area of the branch must be excluded from the reckoning.

Branches

Inhabitants in service area	Hours per week	Divided between - number of days
Up to 1,000	2 - 4	-
1,000 to 2,000	4 - 6	2
2,000 - 3,000	6 - 10	2 - 3
3,000 - 5,000	10 - 20	2 - 3
Over 5,000	20	3 - 5

Other recommendations are that:

(1) In all libraries open more than two days a week, the opening period on at least one day must be in the morning;

(2) Main libraries and branches with part-time staff should keep open at least 42 weeks in the year. Libraries with full-time staff should keep open for at least 46 weeks in the year;

(3) The opening of the main library and branches must be co-ordinated so that the public is best served.

Space requirements

These are based very much on the Danish standards (q.v.). The size of lending departments is worked out on the basis of the desired number of volumes, as previously indicated, and required areas are calculated on the basis of 70-75 volumes per square metre. For reading room areas, they normally calculate 2 - 3 seats per 1,000 population in respect of smaller libraries, but each project has to be considered on its merit having regard to factors such as degree of dependence on the library of the schools and other institutions in the area. A basic figure of 3.5 to 4 square metres is used per seat.

POLAND

It is possible to give information concerning a number of quantitative standards prescribed by the Polish Government in May 1968, on the advice of the Department of Cultural and Educational Work and Libraries of the Ministry of Culture and Fine Arts, in connexion with the building, extension or modernization of public library premises. These indicate:

(1) The scale of total book stock to be provided in terms of volumes per inhabitant for all sizes of library, and total numbers of books in smaller libraries up to 25,000 population divided into adult lending and reference on open access, children's reference books on open access and total numbers in the stack - see Table I following.

(2) The number of places to be provided in reading rooms, for adults and children and in newspaper/periodicals reading rooms. Also included in this table is the percentage of registered readers to be provided for, ranging from 40 to 30 per cent - see Table II following.

(3) Of particular interest are the space standards prescribed for all the different areas to be found in small and medium size libraries - serving up to 25,000 population - see Table III following.

In addition, the Institute of books and Reading of the National Library is currently preparing standards for the total size of book stocks in public libraries and annual additions to them.

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Note: Regulation No. 26 of the Ministry of Architecture and Materials for the Building Industry, relative to the establishment of technical standards for the construction of public libraries. (No. 26 Ministra Budownictwa i Przemyslu Materialow Budowlanych z dnia 11 maja 1968 r.w. sprawie ustanowienia normatywu technicznego projektowania bibliotek publicznych) in official government publication Dziennik Budownictwa Dziennik Urzedowy, Warsaw, 17 September 1968, No. 6.

POLAND

TABLE I - Books (number of volumes)

Population	Total number	Adults open access lending	Open access reference	Children Open access reference	Total book stock in stack	Population	No. of volumes per inhabitant
1,000	3,300	2,250	300	750	-		
2,000	6,600	3,600	1,200	1,200	600	25,000-35,000	2
3,000	9,000	4,900	1,650	1,650	800	35,001-80,000	1.75
4,000	11,000	6,000	2,000	2,000	1,000		
5,000	12,500	6,750	2,250	2,250	1,250	80,001-150,000	1.50
10,000	22,000	12,000	4,000	4,000	2,000	150,001-200,000	1.25
15,000	33,000	15,000	4,800	4,500	8,700		
20,000	44,000	18,000	6,000	6,000	14,000	200,001-	1.00
25,000	55,000	20,000	10,000	10,000	15,000		

TABLE II

Libraries serving number of inhabitants	Percentage of registered readers to be planned for	Number of places in reading room			
		Total	Adult	Children	Newspapers/Periodicals
I under - 2,500	40	16-20	6-10	10	-
II 2,501 - 5,000	40 - 35	22-40	10-20	12-20	-
III 5,001 - 10,000	35 - 30	38-70	18-35	20-35	-
IV 10,001 - 15,000	30	93	40	38	15
V 15,001 - 20,000	30	100	40	40	20
VI 20,001 - 25,000	30	110	40	45	25

TABLE III - Areas of rooms

(Required areas are stated for all spaces; the following are the major areas prescribed and total areas)

Libraries serving	Populations					
	under 2,500	2,501-5,000	5,001-10,000	10,001-15,000	15,001-20,000	20,001-25,000
	(Areas in square metres)					
Lending) Adults	50	55- 90	97-120	130-150	150-180	180-200
Reading)	55	59-106	115-105	150-156	135	155
Lending) Children	-	-	34	38-44	44-63	72- 96
Reading)	-	-	68	87	92	104
Periodicals	-	-	-	-	35-41	48- 58
Catalogue	6	7-9	10- 12	13-15	16-18	21
Staff in reading room	6	6	12	12	18	18
Stack room	-	6-9	11- 16	16-33	41-51	55- 88
Room to organize books for branches	-	-	12	12	12	12
Classrooms - Adult classes	-	-	23- 41	41-46	46	46
Administration area						
Chief librarian	-	-	-	12	12	12
Workroom	6	6	12	12	12	18- 24
Office - secretarial and accounts	-	-	-	-	8	8- 12
Organizer of branches/publicity	-	25	32	42	42	48
Toilets - staff	4	4-8	8	10-15	15-18	18
public						
Floor						
Total area - net	168	193-285	471-527	615-703	731-820	875-990
Communications + 30%	50	58-86	141-158	185-211	219-246	263-297
Total area - gross (Note)	218	251-371	612-285	800-914	951-1,066	1,138-1,287
Total floor area per thousand population	87.2	74-100	68.5-120.2	61-80	53.3-63.4	51.5-56.9

Note: This includes adult classroom areas, but excludes lecture halls and other meeting rooms.

SOUTH AFRICA

General

South Africanpublic library standards (Note 1) show clear signs of the influence of the United States and United Kingdom standards, and present some aspects different from other comparable standards, which may be of interest to other countries. The first Standards for South African public libraries was published in 1959, and the current document is a revised edition issued in 1968 (Note 1), with extensive changes necessitated by the rapid growth of public libraries in that country in that short period.

The document defines library standards as the criterion by which public library services may be measured and assessed and puts forward, as a general guide only, norms of service either already attaining in leading public libraries in South Africa or recommended for general implementation in that country.

The introduction points out that the choice of a suitable population basis for South Africanlibrary standards is complicated by the fact that large population groups exist whose standards of literacy is low.(1) To these groups the concept of a free public library service is something new; from them very little spontaneous demand can be expected. Furthermore, the pattern of library service to the Whites and for a lesser degree the Coloured is uneven, in most cases it is rudimentary or non-existent. While the literacy level of the community is the key factor in determining the extent to which the standards should be applied, no differentation in the standard of public library service to the various population groups is visualized. Where standards are based on population, literate population is meant.

The document establishes a dividing line of 40,000 population between those public libraries which can operate economically and efficiently as independent units, and those which are too small to do so. Public libraries serving communities with populations under 40,000 are recommended to affiliate to a provincial library service; those serving communities with population in excess of this figure, it is suggested, should receive financial support rather than direct service.

In practice the provincial administrations provide a direct service to the rural areas and a number of smaller urban centres are affiliated to the provincial system. Only nine urban centres have large enough populations to enable them to maintain independent library systems. Affiliation to the provincial

(1) The population (mid-1965 estimated figures) is 17,832,000, of which 3,395,000 are Whites (people of European descent), 12,161,000 are Bantu (comprising a number of different ethnic groups), 1,742,000 are Coloured (mixed race), and 533,00 Asiatics. (Note 2)

library services works like this. The local authority provides a building, which must be approved by the provincial library authorities, and financial support for the library based on an amount per head of population served, which varies according to the regulations of the particular provincial library service and according to the size of the small urban area concerned. From the provincial library service, the affiliated library service receives supplies of books (pre-catalogued), cards to form a temporary catalogue, advice on all aspects of running a library, assistance in the initial reorganization of the library if required, and a request service with the entire book stock of the provincial library system to draw on. The library service to the readers is free, the abolition of subscriptions and deposits being a condition of membership of the provincial library service. Such affiliated libraries are not centrally controlled. Local committees are formed acting in an advisory capacity, staff is appointed by the local authority, and every effort is made to encourage local pride and local interest in the library (Note 3).

The traditional and conventional qualitative standards are described in the document in sections on "Objectives", "Government and administration", and "Service", the latter beginning to enter into quantitative matters.

Objectives

The basic objectives are stated as:

1. To make books and associated material freely available to all members of the community;

2. To provide information services for the use of all citizens;

3. To advance the intellectual and cultural status of the community;

4. To promote and encourage the informal self-education of all citizens;

5. To provide supplementary informational material to those pursuing formal educational courses;

6. To provide the means for promoting aesthetic appreciation;

7. To conserve books and other library material for future generations;

8. To promote the material development of South Africa and, in particular, to meet the special needs of commerce and industry;

9. To meet the recreational needs of the individual, the family and other community groups and to encourage sound use of leisure time.

The objectives, it is said, should be attained by:

1. Making available from public funds library materials of a pre-determined standard to all who canbenefit from their use. Books are most important but the provision of other library material, such as periodicals, films, records, art prints, newspapers, pamphlets, and micro-film should be considered.

2. Organizing, presenting and housing library mateial so that it can be employed to the best advantage.

3. Employing qualified staff. Only thus can library resources be properly exploited.

4. Providing functional buildings and equipment, with generous allowance for expansion.

5. Bringing to the notice of all members of the public the resources and value of the library.

6. Offering opportunities for self-education by serving as an adjunct to formal education. The rôle of the public library in education is an important one. Guidance in the use of educational material must be provided and the library must promote the maximum potential use of books and other media which are of outstanding merit and value. Often the library is the only institution through which adult education organizations can work.

7. Giving special service to those who are physcially handicapped or who for some other reason are unable to come to the library, e.g. hospital patients, prisoners, the partially sighted, seamen and those who reside in remote areas.

8. Providing the means for promoting civic enlightenment, a matter of vital concern in the complex South African social structure.

Government and administration

It is stated that the provincial administration should initiate, support and co-ordinate public library services, either by means of subsidies to urban library authorities if required, or direct services to smaller communities and should foster co-operation between all public library agencies, urban and rural in the province. The central government, in subsidizing the provincial administrators, should make adequate provision for public library services to all population groups, should finance national bibliographical services, should financially encourage individual public library authorities towards specialization in approved subject fields, should co-ordinate library services on a national scale to ensure complete coverage of recorded knowledge in the national book stock and to avoid unnecessary duplication of library material. Such co-ordination should be on a voluntary basis.

Service

Under Service various significant points are made.

General

Each public library should have a written statement of its objectives; to achieve these objectives there should be inter alia:

A lending service with enough service points to reach the whole community;

The services of a readers' adviser in lending sections of all libraries serving populations in excess of 10,000;

Some provision for the special needs of young adults in all libraries. In urban libraries a specialist should be appointed who is familiar with the needs of this group;

An effective inter-library loan service that is brought to the attention of readers;

Service to and co-operation with bodies engaged in adult education on a local, provincial and national level.

Hours of opening

The library should be open at those times best suited to the needs of all its patrons. Those serving populations in excess of 4,000 should be open six days a week. Service should be given in the evenings and on Saturdays;

Hours of opening should be reconsidered periodically to meet changing local conditions:

Mobile libraries should maintain regular schedules of visits. Intervals between visits should be no greater than one week. Visits should be not less than 30 minutes duration.

Statistics

Libraries should keep regular statistics of services rendered, expenses incurred and revenue received.

Book stock and audio-visual materials

Selection principles

The selection of books and other materials should be governed by inter-dependent factors, the objectives of the library, considerations of quality of the materials selected and the needs and interests of the community served.

All libraries should maintain:

1. A collection of basic and up-to-date works of reference. This will vary with the size and characteristics of the community served but a minimum collection of some 25 ready reference titles should be available for consultation in the smallest public library.

2. A comprehensive range of non-fiction books, in extent at least 25 per cent of the total book stock.

3. A collection of fiction conforming to generally accepted minimum literary standards.

4. A collection of books for children; quality of production and content being of the utmost importance.

Due consideration must be given to the provision of books and audio-visual materials in both official languages - English and Africaans - and, where a demand is made, in the vernacular Bantu languages and foreign languages as well.

Quanity

The smaller the library the larger the number of books is required per head of population. The minimum number of volumes immediately available proposed is:

Population	Volumes per head of population
Above 250,000	From 1.5 to 1
From 100,000 to 250,000	From 2 to 1.5
From 50,000 to 100,000	From 2.5 to 2
Under 50,000	From 3 to 2.5

In a small independent public library there is a limit to ultimate availability, whereas the same library if a member of a large library system is limited only by the total book stock of that system. If communications between the public library and the parent system are good, immediate availability is relatively unimportant.

Withdrawals from stock. At least 5 per cent of circulating stock should be withdrawn from the open shelves annually. Out-of-date superseded textbooks and reference books should be discarded. Provincial library systems should provide storage for little used and redundant material from affiliated libraries.

Replacements should be acquired in terms of a definite policy; up-to-date editions of standard texts should be purchased to maintain the balance of stocks.

Fiction. Attractive editions should be available of the classics and standard twentieth century authors.

Circulation

Total annual circulation of libraries conforming to the requirements of the standards should be not less than 6 books per head of population served. In a well balanced and adequately housed collection under the care of an enlightened librarian, the circulation of non-fiction books should be not less than 25 per cent of the total annual circulation. Circulation statistics should be kept for books borrowed by adults, young adults and children and should be recorded separately for fiction by language and for non-fiction in each group.

Audio-visual materials

All libraries should provide audio-visual materials (i.e. films, speech and music records and art reproductions), and, in libraries serving populations above 40,000, a special amount should be set aside for the purchase of such materials. Smaller libraries should be able to draw upon provincial library systems for the loan of this material. For films, filmstrips and slides for use by groups, a public library should draw freely on established collections.

Newspapers and periodicals

It is essential that libraries provide newspapers and periodicals for use in the library. Every library should receive a minimum of three newspapers and one additional newspaper for every 1,000 population up to a reasonable maximum. Selection must be related to: the nature of the community, adequate representation of both official languages, provision of newspapers in the Bantu vernaculars, and proximity to large centres where a number of newspapers are published daily. Except for the smallest libraries, subscriptions should be placed to leading newspapers from other provinces and from overseas. Every library should receive a minimum of five periodicals plus one additional for every 200 population, up to a reasonable maximum. Advice is also given about local collections, pamphlet material and ephemera, and special collections.

The section is concluded with a recommendation that the entire book and other public library resources of the Republic should be at the disposal of readers and all libraries should participate in the national inter-library loan system, except those affiliated to provincial library systems, which should do so through their respective provincial library authorities.

Technical processes

A short section states that, provided satisfactory standards of accommodation, staffing and management are maintained, a satisfactory standard in technical processing should be observed. Certain requirements are listed in the areas of catalogues and processing. Work areas are briefly discussed, stress being laid on the contribution of pleasant and functional working areas to efficiency.

Staff

For the public library service to achieve its objectives, the staff must be of the temperament and have the education, training and experience for the successful selection and organization of materials and be able to promote their use to the fullest advantage of the community.

There should be one staff member for every 2,500 population (maintenance staff excluded). The application of this standard is subject to a number of local factors - the percentage of borrowers, number of branches, opening hours, etc. An alternative method of determining the size of staff based on the amount and type of work carried out rather than the size of the population is suggested. Norms found to be applicable in South Africa are:

25,000 books issued per staff member per annum in community of less than 10,000 population;

20,000 books issued per staff member per annum in communities of between 10,000 and 250,000 population;

15,000 books issued per staff member in communities of more than 250,000 population.

These figures are based on a loan period of 15 days and all members of staff, except maintenance staff, are included.

In populations of less than 40,000, 40 per cent of the staff should have professional or sub-professional qualifications. In larger towns or cities 33 per cent may be regarded as satisfactory.

Professional is defined as a person with the following or equivalent qualifications:

(a) Diploma of the South African Library Association.

(b) A university degree and a post-graduate diploma in librarianship.

(c) A degree in librarianship.

Two years of full-time post-matriculation study towards a lower diploma or certificate in librarianship is regarded as a sub-professional qualification.

In libraries serving over 10,000 population there should be a qualified librarian always available.

Other staffing standards include:

Library staffs must be adequately remunerated; equal salaries for men and women should be paid;

Libraries should maintain a well-organized system of in-service training for both professional and non-professional staff;

As far as possible, professional staff should be engaged on professional duties and non-professional duties assigned to clerical staff.

Buildings

Planning

A number of familiar planning standards are stated, including:

The library should be planned and equipped as a modern, educational, cultural and intellectual centre;

The building should be planned to allow for maximum flexibility of internal arrangement. The exterior architectural features should be secondary to this to the functional relationship of departments;

The library entrance should be on street level, allowing for maximum visibility from the street outside, giving an immediate suggestion of accessibility;

A single storey building is to be preferred, except for the larger library;

Every effort should be made to make the library as beautiful and inviting as possible with particular attention to the comfort and convenience of users;

Special care should be taken to provide good lighting;

Modern methods should be applied to noise control.

Location

The location of the public library and its branches should be determined with great care to ensure the utmost accessibility. The library should be sited where people meet, near shopping and traffic centres, and where it will be seen. It should not be in a park or other open space. Sacrificing accessibility to save expenditure is false economy.

An urban public library and its branches should be situated so that all users are within easy reach of a service point; it should be possible for children and old persons to reach such a point unaccompanied.

Communities with more than 10,000 inhabitants should consider the provision of a branch where a separate shopping centre has evolved at some distance from the main shopping area.

Area

There must be accommodation apart from public rooms, for (a) book storage, (b) storage of materials and equipment, (c) work or office space, (d) staff rooms and facilities for the staff to prepare drinks or light meals.

In determining the total floor space required, a practical method is to relate this to the size of population. One thousand square feet (92.9 square metres) is considered the minimum size for a public library building. Sizes are recommended for main libraries between 1,000 and 10,000 population on a sliding scale; examples:

Size of population	Area in square feet/square metres	
1,000	2,000	185.80
4,000	4,000	371.60
8,000	6,200	575.99
10,000	7,000	641.02

In a population range from 10,000 to 1 million, the minimum per capita space allocation will range from .7 square foot (or .065 square metre) for the smaller communities, to .3 square foot (or .028 square metre) for the largest; but a study of the community and its library needs is the only sure basis on which to determine the amount of space required.

In analysing the use made of the floor area of a library, provision should be made for the following functions: service, administration and group activities. The following allocation of service area is suggested:

Population	Percentage of total		
	Adult lending	Juvenile	Reference and reading
Under 5,000	45	33	22
5,000 - 10,000	45	30	25
10,000 - 15,000	45	27	28
15,000 - 20,000	45	25	30

In libraries serving over 20,000 population, the reference and reading area will gradually increase and the lending area proportionately decrease in area.

In addition to the service area, space should be allocated for administrative offices and special collections, where these exist.

Space for "group activities" will include lecture rooms, committee rooms, exhibition area, listening rooms, etc. to make allowance for the library's adult education programme. As local needs vary, it is not possible to indicate an approximate percentage of the total library area required for each of these functions.

Finance

Specimen budgets of existing public libraries in South Africa serving communities of various sizes and characteristics are given with comments. No generally applicable cost figures per head of population are proposed because the constitution and literacy level of the population varies too widely from place to place.

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SWEDEN

In Sweden desirable minimum standards of public library service have been recommended by a special committee representing the State Library Inspectorate, the Swedish Public Librarians' Union **and the** Swedish Town Federation. They are published in a report dated 1960 (Note). The following recommendations will be of interest, but a committee for the revision of the standards has recently been set up.

Books: Total stock: 2-3 volumes per inhabitant

Annual accession $\frac{\text{2 x annual issue}}{80}$

Staff One employee per 20,000 book loans a year.

Proportion between librarians, clerks and caretakers: 1:1.2:0.2.

Recommendations about buildings are not included in the report.

Since 1960 development in the field of public libraries has been very great and some of the standards are out of date. From a new report about training of librarians ("Utbilding for bibliotek, arkiv och informatik", Stockholm 1969) it appears, that the number of staff today is one employee per 14,500 loans and the proportion between qualified librarians and other members of the staff 1:1.6.

According to the conditions for state-aid to developing libraries, i.e. libraries willing to expand their activities during a five-year period, the Central Government have to approve their plans. In this connexion the following standards are laid down.

Books Total stock 3 volumes per inhabitant

Staff One employee per 14,500 loans

Opening Hours 55 per week

Buildings 50 - 100 sq.m. per 1,000 inhabitants

As to buildings, the Danish standards are recommended. However, Swedish library building standards based upon their considerable experience of building public libraries in the 1960's are being prepared.

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UNITED KINGDOM

In the United Kingdom the question of standards of public library service has concerned the government, the Library Association, associations of local authorities and many other interested bodies for many years in different degrees, and there is a long history of activity by all these parties designed to improve the level of service provided.

Only comparatively recently, in 1963, when the last local authority authorized to do so adopted the Public Libraries Acts, could it be said that a public library service was available to all the population, and the service is still subject to extreme variations in quality according to where one happens to live.

There is much contained in the major public library documents of the United Kingdom in the last thirty years - such as the 1942 McColvin report The public library system of Great Britain (Note 1) commissioned by the Library Association during the Second World War and the 1943 publication of the Library Association Proposals for the post-war development of the public library service (Note 2) which followed directly from this - which can be described as standards. But until the last ten years these "standards" have been mostly of the qualitative kind, discussing the objects of a public library service, the kind of library service needed and arguing in favour of the reorganization of library authorities to make it possible for larger units of service to be provided.

But government interest in this subject was not actively aroused until, in the wider context of a proposed general reorganization of local government areas, functions and finance, it was faced in 1957 with the need to consider which local authorities, in a reorganized structure, should be allowed to provide an independent public library service. The central problem was that there were then nearly 500 local authorities authorized to provide separate public library services, ranging from parish councils and municipal authorities with very small populations to cities and counties with very large populations. (For example, in England and Wales there were at that time 49 library authorities serving populations below 10,000 and 74 (including one county) below 20,000. At the other extreme there were 31 with over 300,000 population.) Moreover, there was very little tradition of co-operation between the library authorities at local level, (save over the inter-lending of the more expensive and scarcer types of books), due largely to a desire not to prejudice negotiating positions over future local government reorganization. Consequently there was little prospect of promoting the development of "library systems" on the lines of those created in the United States.

As no agreement could be reached with the representatives of the local authorities as to a satisfactory future pattern of library authorities, the government, in 1957, set up a committee - the Roberts Committee - after the name of the chairman Sir Sidney Roberts (Note 3) - to consider the structure of the public library service in England and Wales(1) and to advise what

(1) The position in Scotland and Northern Ireland has to be dealt with separately.

changes, if any, should be made in the administrative arrangements. This was a policy making committee on which librarians were not strongly represented, but McColvin was one of the two librarian members.

This committee issued a questionnaire, one question included being "Is there a figure of annual expenditure in terms of (a) books, periodicals, etc; (b) staff; (c) buildings, etc; below which an independent library service cannot be provided efficiently by a local authority? If so, what is that figure?" The evidence received in reply was, not surprisingly, of a conflicting nature, the minimum annual expenditure on the provision of books alone proposed varying between £22,000 and £2,000. The Library Association, which represented not only librarians but libraries, recognized the desirability of striking a balance between contending arguments, since the climate of opinion then was opposed to taking powers away from small local authorities unless this was proved to be absolutely necessary.

Based on a broad analysis made in 1950 of the approximately 20,000 titles then published in Great Britain, they estimated that, of the about 5,500 volumes of general or non-specialized adult non-fiction, approximately 3,000 should be bought by every library authority together with another 3,000 titles of fiction and children's books. An additional number of volumes, not specified, would need to be purchased for duplicates and replacements and the cost of this was estimated at £1,400. Such a book stock, the Library Association suggested, would constitute a minimum for an efficient lending library. Further expenditure would be required for reference books, periodicals and other materials. This was not detailed and the Library Association contented themselves with merely up-dating their 1950 recommendation of 2/-d per head of population on (Note 4) to 3/-d per head to allow for price increases and declared that "any autonomous authority spending less than £5,000 annually on books must give rise to disquiet", and that "in the light of modern needs it would be difficult for a case to be made out for the retention of autonomous library powers by some authorities serving populations below 40,000".

The Roberts Committee accepted generally the views of the Library Association on the subject of a minimum book stock but, they felt justified in accepting a lower expenditure figure than that proposed by the Library Association. They considered that, "if the public in any area was to enjoy reasonable access to books of general significance, the smallest library authority should be able to spend not less than £5,000 a year on the purchase of books of all kinds for the public library", and they proposed that the minimum annual expenditure on the purchase of books (excluding the cost of binding) expected from a non-county borough or urban district as an independent library authority should, at 1958 prices, be either £5,000 or 2/-d per head of the population, whichever were the greater. They also suggested that in urban libraries, staff should be employed on the basis of a chief librarian and at least one assistant per 3,000 population; in county areas they considered the ratio might be lower "because the more scattered area is likely to make smaller demands on the personnel of the service". Of this staff, they recommended that 40 per cent should be qualified librarians.

The report of the committee contains a section on the functions of the public library service which can be described as qualitative standards - these will not be summarized here as they are greatly amplified by the subsequent working party described later - and stresses the importance of inter-library co-operation.

The standards recommended by the committee were felt not to be sufficiently detailed to justify basing administrative decisions on them concerning the future exercise of library powers by individual authorities so, as a second stage, in March 1961, the government set up a working party "to study the technical implications of the recommendations in the Roberts Report about the basic requirements for an efficient public library service, with particular reference to non-county borough and urban district libraries with populations under 40,000". This working party, composed of experienced librarians, and local government administrators under the chairmanship of a senior official of the Ministry of Education, and with more technical assistance at their disposal, were able to go into the subject of desirable standards in much greater detail than the Roberts Committee. The working party's report (Note 5) issued in December 1962 sets down a number of points of general applicability to all libraries, whether the headquarters (or sole) library of an independent system, or a branch library, which can be described as qualitative standards:

> The material provided by the library must cover a wide range and must include new books and older standard works suited to the particular needs of the area; the library must make adequate provision on the spot to cater for home reading and for reference in the library itself and ready access to the far wider range of material which is not immediately to hand.
>
> All libraries should make special provision for children and should do all they can to ensure that children are encouraged to use the library. They should also endeavour to cater for the special needs of young adults, and should co-operate with schools.
>
> The provision of an adequate reference and information service is essential. It is possible to distinguish various levels of reference provision appropriate to different population groups, from the minimum provision outlined up to major regional reference libraries.
>
> Public libraries have, since their inception, been one of the principal centres of the cultural life of the community. They may best provide cultural activities in some areas by supporting local societies in a number of ways, but where staff and premises are available, these activities may also be arranged by the library.
>
> The public library has for a long time been the resort of the student, particularly college and university students, both in term time and vacation, and senior pupils in secondary schools, students at technical colleges, adult classes and persons working entirely on their own. Libraries provide all these, in varying degrees, not only with room to study, but with many of the books they need.

An appreciation of the standards proposed in this report depends to a great extent on understanding a concept of the working party's of a "basic library unit", which they defined as:

> "The basic library unit which we have postulated for the purpose of establishing standards and on which are founded the standards to be adopted by larger units or systems at all levels of population, is the smallest unit capable of providing an adequate library service - as we define it - for the population it serves. In some cases this unit will be an independent library authority, while in others it will be a branch of a county system, or of a large city library."

Minimum standards for this "basic library unit" were postulated by the working party because they were concerned to establish criteria by which the competency of many of the smaller municipal library authorities to continue to exercise their powers could be judged, and this question had to be considered, not in relation to the service which the alternative larger unit - the county council - could provide over the whole of the area at present administered by the small independent library authority.

It seems possible that, as a result of the report of the Royal Commission on local government in England, and of separate proposals for Wales, dealing with the general reform of local government (in both of which large units of local government to be responsible, inter alia, for public libraries are recommended) the issue of the viability of many of the smaller authorities will not now arise, and that the standards proposed for the basic library unit will, in the long run, be relevant only to the question of the minimum level of service to be provided on the spot by large authorities for comparatively self-contained units of population of approximately 30,000 population served. This local service would be supplemented by the resources of a large library system as well as by the regional and national system of inter-library co-operation.

In evidence to this Royal Commission (Note 6) the Department of Education and Science after describing the purposes of the public library service as "to meet the general cultural and recreational needs of local people and to provide a more specialized reference and information service" and the various functions the service should perform, stated:

> "But a local library of this kind needs to be supported by a specialist service having greater resources, first to provide reference and information services based on large and specialized collections of materials and serviced by specialist staff; and secondly to supply to individuals, institutions or groups, (including local industry and commerce) books or sets of books on particular topics which would be beyond the resources of a local library and which it would not be justified in providing in view of the limited demand.
>
> Many library functions could however be satisfactorily exercised by smaller authorities (with an urban nucleus so that there would be some concentration of the stock of books) if they could rely on some really large authorities to provide the supplementary facilities described in (the) paragraph ... above. The Department's view was that authorities of the normal minimum

size prescribed in the Public Libraries and Museums Act 1964(1), are likely to be too small in the future to provide a comprehensive local service and, if the demand for more specialized books and services grows with rising standards of education, the minimum size for efficient library authorities might become, say, 100,000."

In the event of the smaller library authorities disappearing, the complementary set of standards proposed, which are of general applicability, will be the more significant, since the great majority of people in England and Wales are served by library authorities with populations much above 30,000. These, by comparison with the basic library standards, are not so comprehensive and no doubt they will in the course of time be considerably amplified. But, whatever the future holds for the organization of library authorities in the United Kingdom, the standards recommended by the working party for the basic library service will be of interest to other countries which continue to have separate library authorities serving very small populations.

The quantitative standards recommended by the working party can be summarized as follows:

The basic library service

This is expressed not only in terms of a standard of annual addition of books, but also of convenient access to books other than those provided locally, of staff, and of the range of facilities necessary if full use is to be made of the library materials. These services can only be made accessible in urban areas by the provision of adequate suitably sited buildings, and in rural areas by linking small branches or mobile library units to a larger library.

The provision of the range of annual additions to stock set out in the next paragraph will be in excess of the general standard of book additions set out on page 98, except in libraries (including their branch libraries) serving more than about 30,000 population. In large towns the appropriate minimum standard of book provision will be arrived at by taking the population as a whole, but where there is, within a large urban area, an identifiable community of about 30,000, which does not have convenient access to the central library, the basic service should be provided for that community.

The basic library service involves not only provision on the spot as defined below, but also ready access to books not provided locally and not covered by normal arrangements for regional and national inter-library co-operation. For the minimum requirement locally a library providing only the basic library service should:

(a) purchase annually the following library material:

(i) for lending purposes, not less than 2,000 titles (excluding

(1) In general, 40,000 population in an urban area.

pamphlet publications) of adult non-fiction from the new and older British publications, American and other English language publications from abroad, and music scores; together with 300 volumes to allow for duplicates and replacements;

(ii) not less than 300 volumes (excluding pamphlets) to augment or replace existing reference stock;

(iii) not less than 3,000 volumes of adult fiction;

(iv) not less than 1,500 volumes of children's books;

(v) a basic list of not less than 50 periodicals of general interest, with additional titles reflecting local industrial and business interests, periodicals of a local or regional nature and at least three major daily papers;

(vi) not less than 100 volumes of fiction and suitable non-fiction books in the most commonly read foreign languages.

(b) Maintain in its reference departments up-to-date editions of the majority of the items listed by the Library Association in a selection list of reference books or suitable alternative titles.

Excluding the periodicals, the items listed under (a) above involve an annual addition of at least 7,200 volumes, any provision of library service to schools or other institutions on an agency basis should be additional to this.

The criteria proposed in the last two paragraphs presuppose that the library has an adequate stock. The stock should also be well balanced, breadth and suitability of subject coverage being no less important than the number of titles.

The Department of Education and Science in their 1965 circular (Note 7), upon which this summary is based, have provided the following comment on this point:

> "The working party did not prescribe any standards of total stock, but the evidence given in Tables VIII and IX of Appendix II of the report refer to this. A book stock of not less than 1 1/2 currently useful books per head of population may be considered reasonable for an authority of under 40,000 population - although an area which required the provision of several small branch libraries would need more books. However, the adequacy of the stock will depend less on the number of books than on whether the book expenditure over the last five years (library books having an average life of about five years) has been reasonable or whether special provison has been made for bringing the stock up to date. A "reasonable book fund" for libraries to be considered under Section 6(1) (of the Public Libraries and Museums Act 1964 regarding retention of library powers by small authorities) for the five previous years is taken to be the amount spent on books which would permit the purchase of 7,200 volumes. Based on the average cost of books

shown in Table III of Appendix II of the working party report the expenditure per head would be about 2s 4d. per head in 1960-1961 to 2s. 9d. per head in 1964-1965 for a population of 40,000, and about 3s. 0d. per head in 1960-1961 to 3s. 9d. in 1964-1965 for a population of 30,000. It is appreciated that this expenditure meets only the requirements for the 7,200 volumes to be added annually to the basic library service. It does not allow for the general standard of annual additions which affects libraries serving over 30,000, nor does it allow for better representation of more expensive books than was revealed in the working party's survey."

Libraries giving more than the basic service

(a) Volumes added annually

The working party suggested as a complementary standard the purchase of 250 volumes per 1,000 population served (including 90 volumes of adult non-fiction for lending and reference purposes). Authorities should apply this standard, or the basic standard, whichever is the higher. For example, a library serving a population of substantially less than 30,000 will be unable from its own resources to provide the total annual additions necessary for a basic library service unless the additions per 1,000 of the population are increased to a figure higher than 250, with a consequent increase in the per capita cost. A library serving a population of 40,000 will normally be expected to add about 10,000 volumes a year.

(b) Range of non-fiction titles added annually

A higher proportion of the adult non-fiction titles published annually will need to be provided than in the basic service. In a community of 100,000 population there will be a sufficient range of demand to justify the provision of most of the 5,000 to 6,000 non-fiction titles published annually which are suitable for inclusion in the lending stock of any library. Libraries serving between 30,000 and 100,000 population should, therefore, add (in addition to the basic 2,300 non-fiction titles for reference and lending) about 500 titles for every 10,000 population served up to 100,000. These and larger libraries will also need to add a proportion of the wide range of the more specialized British and American publications according to local needs.

Smaller branch libraries

Full-time branches serving a population of under 30,000 should aim to add to their stock annually 250 volumes (including 90 non-fiction) per 1,000 population. The majority of these should be recent publications, and the branches should receive full support from the system of which they form a part. Such support should include the regular exchange of part of their stock, the supply on loan of material such as music scores, sets of plays and foreign literature and the circulation of special subject collections. Standard works in the main subject fields and the more important authors of adult and children's literature should be permanently represented in their stock in all but the smallest libraries.

The working party recommended the following standards for staff:

1. A minimum of one non-manual staff member to every 2,500 population served should be aimed at by all libraries.

2. The Roberts Committee's minimum standard requiring 40 per cent of the non-manual staff to be qualified librarians is appropriate for municipal libraries serving up to about 100,000 population and for counties. In urban areas of concentrated population a ratio of about 33 per cent could be regarded as a reasonable minimum. In the very largest cities the ratio might even be lower but should not be less than 25 per cent.

3. No minimum number of qualified librarians is specified in libraries providing the basic service, but the principal tasks requiring adequate professional personnel are identified.

4. The view expressed by the Roberts Committee that there should be more specialized posts in libraries and more staff qualified to fill them was endorsed. This applied to reference librarians, children's librarians, readers' advisers, and to a growing extent to technical librarians and other specialists in the larger libraries. The working party considered the increased number of specialist librarians would not be forthcoming unless library authorities recognize the need to make many of these posts a career grade.

5. Libraries should include on their staff and provide training facilities for their fair share of professional trainees. Up to 10 per cent of the qualified staff recommended could reasonably be trainees who have passed the appropriate examinations but have not yet qualified by length of experience in libraries.

On premises, the working party made a number of points which can be regarded as standards.

1. Branch library provision. It is economical if urban populations are served in units of not less than 15,000 but this is not always possible. Distance between service points is important, particularly to the old and the very young. In urban areas, no person should normally have to travel more than one mile to a library; the distance should be less in heavily built-up areas where natural centres of population are closer together and the density of population justifies the provision of more branches.

2. Importance of good siting. The siting of a library is of first importance; all the factors of importance in the position of any public service, such as proximity to the centre of a town, to public transport, to shops and parking places, apply to a library site. A library must be adequately housed if its functions are to be properly fulfilled and the proper planning of premises plays an important part in the economical administration of a library, particularly in the use of qualified staff. A well-sited and attractive building, moreover, has a considerable influence on the public response to the facilities which are offered.

3. Library building standards. The working party considered it would be in the interest of the library service to give greater currency to the standards proposed by the International Federation of Library Associations (Note 8) and by the Library Association (Note 9) and quoted in their report as an appendix the most important standards suggested by these two bodies. In general they accept the guidance given by these standards, but add their comments on a number of points of detail.

4. Reference library standards. These are not dealt with in much detail in the working party report and the Library Association in 1969 approved a report of their reference, special and information section recommending detailed standards for reference services in public libraries serving four population groups: under 40,000; 40,000 to 100,000; 100,000 to 300,000; over 300,000 (Note 10).

The working party report also contains additional standards for libraries in Wales which is a bilingual area. Wales has a population of about 2.5 millions and nearly 700,000 speak Welsh. There are, however, very wide variations in the proportions of Welsh-speaking to non-Welsh speaking population in the various areas, ranging from as low as 2 per cent to nearly 90 per cent. The annual production of books in Welsh is low - of the order of one hundred titles.

The working party considered that public libraries in Wales have a comparable responsibility for stimulating interest in and demand for Welsh books as for English books and recommend that:

(a) All public libraries serving areas which include more than 1,000 Welsh speaking people should buy at least one copy of all Welsh publications, except those clearly unsuitable for public library use.

(b) In respect of every 1,000 Welsh speaking persons served, 50 of the 250 volumes recommended for purchase by every library authority, should be in Welsh.

(c) Every library authority serving more than 1,000 Welsh speaking people should, in addition to the periodicals referred to in the general part of the report, purchase a reasonable proportion of periodicals in Welsh suitable for public library use.

(d) To achieve a proper standard of staffing an appreciable increase will be needed both in the number of bilingual librarians and in the total number of librarians employed in public libraries in Wales.

In 1967 a further working party was set up to study the standards of the public library service in Scotland and to make recommendations about the standards desirable for an efficient library service. This working party reported in 1969 (Note 11), recommending minimum standards closely resembling those proposed for England and Wales (Note 5).

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UNITED STATES OF AMERICA

The American Library Association have concerned themselves with "standards" since 1917, concentrating in the early days mainly on grading of staff and qualifications of librarians. As early as 1921 a national minimum financial standard for public library service of one dollar per head was proposed by the American Library Association.

In 1933, the American Library Association adopted the first statement on standards in which the phrase "standards for public libraries" was used. This statement was largely general but it contained several references to quantitative measurements which were widely used during that period of library development. Continued was the $1 per capital minimum library figure with certain qualifications. The exact minimum depended on the size, location and character of the community. The small city must usually spend more than $1 per capita to cover minimum essentials, or reduce unit costs by enlarging the area of service and support.

Noteworthy was the introductory statement setting forth the objectives of the public library; these standards were least specific when they attempted to define "reasonably adequate library service" or what constitutes a collection "adequate to the needs of the community" and "a professional staff of high quality and adequate number". The standard provided the basis for minimum standards for many of the States, particularly those working on requirements for grant-in-aid programmes. These standards were revised in 1938. At that date many important concepts such as inter-library co-operation were discussed and endorsed. In the case of public libraries, "regional systems" were strongly recommended.

After the war, the National Resources Planning Board, part of the Executive Office of the President, gave a grant of money to the American Library Association for the formulation of working standards for public library service, which would act as a guide to library development during the post-war period. Thus, the American Library Association provided in 1943 the most comprehensive document to that date, "Post-war standards of public libraries". Planned as a second stage was an inventory and evaluation of library service in the light of "Post-war standards".

In the document the American Library Association's Committee on Post-War Planning discussed how they arrived at their recommendations and provided some definitions of terms:

> "... 'standard' ... is defined as a qualitative and quantitative measure expressed in general or statistical terms, which may be used as a criterion or test in evaluating the adequacy and efficiency of public library service. Broadly considered, library standards should provide measures of organization and administration, personnel services and book resources, support and operating costs and physical equipment. In all these fields

> the two concepts of adequacy and efficiency must be emphasized. Library service should be "adequate" in the sense that its general level is sufficient and suited to community needs; it should also be "efficient", in the sense that maximum results are achieved with the resources available."

Several methods of stating standards were employed to deal with the problem of presenting standards which would be as acceptable to a small community as a very large one; they were expressed in general qualitative terms, in numerical measures, in terms of satisfactory minimum services regardless of population served, in terms of proportions or ratios, and in terms of specific and essential items of public library service.

The Committee, while still quoting figures of per capita support of $1 for limited or minimum service, $1.50 for reasonably good service, and $2 for superior service, also said that a total minimum budget of $25,000 was necessary to provide those kinds of library services described as essential, regardless of the size of the community, and that exact per capita standards of support did not apply to libraries serving populations below 25,000.

As a third stage the Committee published in 1948 a "National Plan for public library service", which included much of the data collected in the second stage of evaluating the existing library services and presented a blue print for the future, recommending, inter alia:

> Development of larger units of library service, with varying patterns of organization including county, regional, State and or Federal units each with a minimum annual income of not less than $37,500 (an increase from the previously recommended $25,000);
>
> strengthening of State library leadership, financial support, auxiliary and supporting services, and resources towards... "the development of an efficient and integrated system of public libraries".

In 1950, a further study was published, "The public library in the United States", the summary and final volume of the Public library inquiry proposed to the Social Science Research Council by the American Library Association and supported by a Carnegie Corporation grant, an "appraisal in sociological, cultural and human terms of the extent to which the librarians ... were ... achieving their objectives" and, at the same time "an assessment of the public library's actual and potential contribution to Americans socially".

The Public library inquiry made two significant observations:

(1) Adequacy of public library service could not be described in terms of per capita support but must be expressed "... in terms of numbers and kinds of staff members, and of types and quantities of new materials needed to provide a modern library service";

(ii) $100,000 was the dividing line between an adequate and inadequate annual budget for a single public library system regardless of size.

In 1956, the American Library Association published a new statement of recommended standards Public library service (Note 1) and in the same year the Library Services Act was passed as the first Federal grants-in-aid programme for public library purposes. Combined, these two events resulted in a greater impact on the public libraries of the U.S.A. than either would singly.

Reflected in the 1956 document are many of the findings, the recommendations and the philosophy expressed in several earlier publications already mentioned and in the standards developed by the State of California. But the 1956 standards differed from those proposed 12 years earlier, for example, per capita expenditures were not included. Over the years administrators had found that, when taken out of context, per capita cost figures were all too often misleading. Without a total budget of sufficient proportion, one which will provide the essential services, resources and facilities, no public library can actually consider itself adequate regardless of per capita expenditure. It was also a conclusion of Public library service that per capita costs in smaller places must be at a substantially higher rate than that of larger communities.

Emphasis on quality of service might be considered a major contribution of the 1956 standards. Other emphasized concepts were: availability of total library resources in the local community itself; importance of the educational rôle of the public library; organizational flexibility in the development of systems; and partnership of local, State and Federal resources.

Public library service presented some seventy guiding principles which are basic to the establishment of standards. Under each of these various standards were delineated as providing the best possible means for effecting the principles. A total of 191 standards were included. Basic to the understanding of the document is the concept of library systems. The 1956 standards gave strong support to the need for and the importance of co-operation and joint action as the best means of assuring adequate nation-wide public library service. Public library service urged libraries to "... band together formally or informally, in groups called 'systems' and the standards outlined are for 'systems of library service'." With so many demographic variations in the United States it was not possible, it said, and did not appear desirable, to prescribe a fixed pattern of organization and size for public library systems. Individual States could more readily translate the recommended concept of systems in terms of their own geographic area and population density and more precise individual State standards.

Acknowledgements are made for the foregoing history up to 1956 to "State standards for public libraries" by Vainstein and Magg, issued in 1960 by the U.S. Department of Health Education and Welfare as Bulletin 1960 No. 22 (Note 2). In this book it was stated that, in 1959, 20 States and one Territory had formulated their own standards; eleven States had adopted American Library Association standards or had recommended their adoption, ten were considering the preparation of their own State standards, and nine States and two Territories had no standards.

Doubtless the position has changed for the better since that date and more State standards are based on or are influenced by current American Library Association standards. (Some reference to individual State standards are given in the bibliography.)

The standards were thoroughly revised and reissued in 1966 under the title of "Minimum standards for public library systems, 1966", (Note 3) and the present writer thinks that because so much thought has been given to this subject in the United States even at the cost of extending this section of his survey, an account of the current American Library Association's standards will be useful.

The United States standards for public library service 1966

The first chapter repeats without alteration what was written as an introduction in 1955. This provides (in common with many other similar documents) what one might call the very first standard in answer to the question: Why should the public library exist at all? The answer is given in varied terms.

> "The public library is a way of escape from the narrow area of our individual lives into the field, finite no doubt, but unbounded, of the vision and experience of all mankind"... "The key to the broader world is the possession of books, but, if the door stands open, there is no need of a key. It is the business of the public libraries to keep the door open and see that no stumbling block lies in the way of those who would enter."
> ... "This is not to be construed as a suggestion that the library should attempt to set itself up as a pedagogue to the nation. ... Our need is for a clearer and keener perception of the nature and magnitude of the problems on which our men and women of voting age must pass judgement ... This implies the necessity of making access to the truth easy and rapid if anyone who seeks it. For the overwhelming majority, the quickest and easiest access to the world's best thought is through the public library."

The next Chapter (Chapter II) headed "Services and standards: an essential partnership", describes the functions of the library by reference to the materials and services provided and how they should be used, e.g.

Materials - to facilitate informal self-education of all people in the community;
to meet the informational needs of all;

Services - the organization of material to make it easily accessible to potential users;
lending procedures to ensure that materials may be used at the time and place desired by the public;
a programme of public information to make its resources not only available but eagerly sought by its community,

and says that "These minimum functions underlie modern library service, without which the child and the citizen are denied reasonable opportunity to develop".

The chapter then goes on to refer to the concept of library systems which has been previously referred to. Finally, it describes how the standards can be used "as a guide to total evaluation of library service". It explains that the rest of the report contains sixty-six guiding principles, which constitute the substance of the document. These, the report says, "are not standards, but are basic to establishing standards. They require interpretation when applied to individual libraries. They cannot be used like a yardstick which determines the length of an object without requiring any particular skill on the part of the user."

Under the guiding principles are the standards; some principles have one standard, some several and a few no standards at all. "But wherever a standard appears it is objective, observable and, at least in a broad sense quantitative. Each provides a measure of achievement of the guiding principle under which it stands."

The report answers the questions: why bother with the principles? why not simply present the standards? saying that the answer is essential to understanding the nature of the document. The standards alone provide only a partial evaluation of a library and may even, on occasion, provide an erroneous evaluation.

The specific standards taken together (the report continues) constitute the minimum public library service to which the people in every community are entitled and are the essential elements found in those libraries which have achieved a reasonable degree of adequacy.

The next chapter on "Structure and government of library service" describes the organization of library service considered necessary to meet and maintain sound conditions. This contains principles and detailed standards dealing with the following topics:

Availability and accessibility of public library service;
Headquarters work, what they should provide;
Headquarters and local libraries should co-operate;
Legal basis of establishment, governmental organization and financial support;
Local library to be an integral part of local government;
Respective functions of governmental authority and library director;
Public, school and academic libraries to provide co-ordinated service to students;
The rôle of the State;
The rôle of the Federal government.

This chapter necessarily contains few quantitative standards. One worthy of note is that the maximum travel time to the library should be 15 minutes for urban areas and 30 minutes for rural areas.

The chapter which follows on "Service" (Chapter IV) describes in considerable detail what this should consist of and how it should be organized. A preamble refers to the services performed by the local library as:

"Logical organization of materials for convenient use through shelf arrangement, classification and cataloguing; lending of materials so that they may be used in the location and at the time suited to each individual".

The services of the system's specialists should be available to the staffs of member libraries and book mobiles and through them to the users of those agencies.

The library system should provide full-time reference service competent to handle inquiries received about general topics and specific subjects important to the life of the community.

Modern equipment to secure information should be utilized whenever advisable and advantageous to provide fast, quality service.

The "principles" and "standards" derived from them refer mainly to matters which are central to the American "systems", such as:

Every person whose community (i.e. local) library participates in a system receives experienced service;
The programme of each library system and its member libraries should be focused upon clear and specific objectives;
Library systems must co-ordinate service with other resource centres;
Well planned hours of service must be maintained by all units in a library system.

The detailed standard under this heading states that "the central resource library should be open at least 66 hours a week, and should be open all hours the member libraries are open to give holdings and bibliographical information either by telephone or other medium of communication. Community libraries serving 10,000 to 25,000 population should be open between 45 and 66 hours weekly. Community libraries serving 25,000 population and over should be open between 66 and 72 hours a week."

The public library provides for full utilization of its materials off the premises;
Each library system should provide lending and inter-agency loan practices which makes for uniform, co-ordinated service over the whole area served (e.g. inter-availability of tickets and return of material to any library in the system);
Public library service requires the use of all sources of information and all forms of material;
Library systems should provide informational and research services;
The library system provides materials and services for groups and institutions.

The library system serves individuals and groups with special needs:

The list of groups under this heading includes not only the conventional ones, such as the physically handicapped, the homebound, inmates of hospitals and institutions, the senior citizens and the retired but also the intellectual and creative persons.

The public library sponsors group activities inside or outside the library within the framework of its own programme.

Good public library service requires an effective public relations programme.

Materials

The next, and perhaps the most important, chapter on "Materials: selection, organization and control" (Chapter V) deals with such matters as:

Materials - both book and non-book materials - being selected, retained or discarded in keeping with the stated objectives of the system;

Materials acquired meeting high standards for quality in content, expression and form;

Collections being built to meet the needs and interests of people;

Collections containing opposing views on controversial subjects. "The public library does not promote particular beliefs or views. It provides a resource where the individual can examine issues freely and make his own decisions";

Systematic removal of material no longer useful being essential to maintaining the purposes and quality of resources. It is suggested that average annual withdrawals from community library collections should be at least 5 per cent. No specific figure is recommended for headquarters libraries;

The community library should stand as the first and convenient resource of all readers, calling on larger collections to meet the needs of readers with specialized interests and to supplement and enrich its resources for all users.

At this point there is the first set of significant quantitative standards, indicating the percentage of adult non-fiction material which should be locally owned relative to the adult non-fiction requests. The remainder of the requests would be met by inter-library loan.

Population served	Percentage of adult non-fiction materials locally owned
Under 10,000	35 - 50
10,000 - 24,999	50 - 65
25,000 - 49,999	65 - 80
50,000 - 99,999	80 - 95

It is further suggested (a) that a minimum of 80 per cent of the juvenile material requested should be available locally; (b) that the waiting time for

reserved materials should not exceed six weeks; (c) that reductions of loan periods should not be imposed in lieu of duplication of copies.

> The character and emphasis of the community library collection being influenced by the existence of other libraries in the area.
>
> A library system having resources covering the interests in the several communities it serves, in reasonable duplication to meet most requests immediately.

The report's comment on this principle is that "more important than total volume is rate of current acquisitions, particularly in a new library. Quantitative figures to achieve an inclusive collection of this kind will vary, but should not fall below the following levels unless special conditions in a region make some of the usual resources unnecessary".

Quantities of materials recommended for system collections designed to serve populations ranging from 150,000 to 1,000,000. (The assumption is that the system is designed to serve a minimum population of 150,000 people, which is generally agreed appears to ensure the most economical use of staff, collections and funds.)

Books

Titles

The community library should add the following proportion of new adult non-fiction trade titles published in English in the United States each year:

Population served	Proportion of titles
10,000 - 24,999	10% - 15%
25,000 - 49,999	15% - 25%
50,000 - 99,999	25% - 35%

The proportion of juvenile holdings in the total system should be a minimum of 25% to a maximum of 40%. When the total collection is distributed through many facilities, the proportion which is juvenile should be increased. No more than one half of these should be new titles. In general, two-thirds of the annual additions for children should be replacement or duplicate copies of older works. Even the largest systems should not exceed 1,000 to 1,200 titles annually.

The headquarters should contain at least 100,000 adult non-fiction titles as a basic collection. The headquarters should add approximately 50% of the adult non-fiction trade titles published in English in the United States each year in sufficient duplication to meet needs. The headquarters collection should have available a comprehensive collection of older as well as current fiction by American and foreign authors.

Volumes

The total system collection should own resources of at least 2 to 4 volumes per capita, and at least 2 volumes per capita in areas serving 1 million population.

Maintenance of system collections

Collections should be maintained by annual additons and replacements of not less than 1/6 volume per capita in areas serving up to 500,000 population; 1/8 volume per capita in areas serving over 500,000 population.

Up to one-third of the volumes added annually should be for children. These should be chosen on the basis of the characteristics and needs of the area. At least 5% of its annual additions should be materials of specific interest to young adults.

Pamphlets

Pamphlet collections to be maintained in system headquarters. Sufficient quantities of more generally useful items should be acquired to serve system needs.

Periodicals

At least one currently published periodical title should be available for each 250 people in the service area. Headquarters collections should receive all current periodicals ordered in Readers' guide to periodical literature and the most frequently requested items indexed in other indexing services. Less frequently requested items should be available from a State or regional resources centre.

Indexing services

Headquarters collections should acquire a broad range of indexing services.

Government documents

Systems headquarters will be or have access to a selective U.S. government documents depository and will acquire local state and international documents on a selective but systematic basis.

Under audio-visual materials the following standards are suggested for systems with access to a resource collection at state or regional level.

Films

Basic collection of one title per 1,000 population subject to a minimum of 1,000 titles, with duplicates as necessary. Replacements and additions at the rate of 10-15 per cent per annum.

Recordings

Basic collection for the system is one disc or reel of tape for each 50 people in the service area; no collection less than 5,000 discs and reels. Selected recordings to be duplicated. Replacements and additions at the rate of 10-15 per cent minimum.

Other forms of material should be acquired as needed, e.g. teaching machines, television, transparencies, slides and filmstrips.

A further principle is that the State or a group of States should help the local library and the supporting library system, by providing research resources. This can be done by making public supported research library facilities, e.g. in universities or large city libraries available to library systems.

Other principles and standards refer to selection, acquisition, and cataloguing etc. processes and to the organization and control of the material acquired.

In the next chapter the report deals with staffing requirements (Chapter VI). The principles and the more detailed standards stated refer mainly to points such as:

Positions in the library being part of a career service;
Positions being clearly defined and differentiated in terms of requirements, duties and responsibilities;
Staff members should have qualifications for competent performance of their duties;
Conditions of employment and salaries;
Qualifications of staff and numbers required.

The more obviously quantitative standards are the following:

Professional and sub-professional staff should be approximately one-third of the total; professional staff are defined as having five years of formal education beyond secondary schooling including graduation from a library school; sub-professionals should be college graduates and should, preferably, be working towards graduate library education.

One staff member should be the minimum provision for each 2,000 people in the service area.

Professional staff members should be available to provide professional services to the public at all hours when libraries are open. In the revised standards issued in 1966 no proportion of professional to non-professional staff was proposed. Indication is given of the aspects of library service for which at least one professional staff member should be appointed and subject specialists may also be required. An example is given of a library system serving 100,000 people requiring at least 16-17 professional and sub-professional librarians. But in an addendum issued in 1967 it was stated that for every

6,000 population served, there should be one professional and two clerical, a ratio of 1:2. It is also said that the committee was unable to suggest a ratio between professional and sub-professional and recommends further study of this question. The report recommends that the State library agency should have personnel adequate to provide the leadership, general guidance, planning and specialized information service needed at State level, and that State governments should establish and enforce certification regardless covering professional positions in the libraries.

Finally, in Chapter VII, the report refers to premises. This deals with:

> What the physical facilities of a public library should express, how a planning team should set about planning a library and what it should be like - inviting and easy to use.
>
> The building being efficient, flexible and expandable; appropriate and adequate quality and quantity of lighting and other mechanical equipment to be provided; (e.g. the intensity of lighting recommended in most circumstances is 50 foot candles of maintained intensity, defined as about two-thirds of the new installation intensity, on the reading surfaces; air conditioning and humidity control for materials preservation and human comfort to be used where climate conditions have caused such equipment to be used in modern commercial buildings).
>
> Furniture and equipment to contribute to the efficiency of the library, and provide a comfortable inviting environment.
>
> Headquarters building of a library system to be located and designed to provide maximum accessibility and space for the full range of library service needed; (e.g. the site for a public library should have heavy pedestrian traffic; be convenient to public transport, and have conveniently available car parking; the major space in a public library should be allocated to materials, seating and services to adults; multi-purpose rooms should be provided for meetings, viewing and listening by groups and individuals ...
>
> Space must be provided in the library system for the activities of the library extensions programme. (A list of spaces the need for which should be considered, is given.)
>
> Similar recommendations are made in respect of the premises of a community, or local, library, and reference is made to the need to provide mobile stops in smaller centres within reach of all age groups.

Particularly significant in this document is that no recommendations are made about space standards for any purpose or sizes etc. of any equipment.

A second currently useful document, issued in 1962 by the Public Library Association, a division of the American Library Association, was called Interim standards for small public libraries (Note 4). These standards were designed

to refer to small libraries, both those within systems and independent libraries with no immediate prospect of joining systems. The production of this document was somewhat controversial. Some librarians considered that no separate standards should be established for small libraries who should become part of library systems as soon as possible. Others argued that since two-thirds of the libraries in the U.S. served populations of under 10,000, these libraries required some standards by which they could evaluate their service. The term Interim standards in the title of the document was carefully chosen to indicate that the statement referred to interim goals until the libraries could meet the standards set out in the major document Public library service.

"Small library" is not defined but standards are presented for libraries serving up to 50,000 population. They refer to libraries with a separate identity with their own governing body, not to branches of a library serving a large area. Forty per cent of the libraries in the U.S. serve populations of less than 2,500 and it was the opinion of the drafting committee that libraries in such areas should meet qualitatively the standards set for libraries serving 2,500 population.

In preparing their recommendations, the committee refer to the help derived from the existing standards for libraries which had been prepared by twenty of the fifty States.

The standards follow similar chapter headings and approach to those in the main document, Public library service. The text is greatly simplified and applies only to the requirements of community or local libraries and their relations with the systems to which they may belong. What is particularly important about this document is that a considerable number of quantitative standards of a numerical character are given including, for the first time in the U.S., a table of space requirements.

The numerical standards are:

Opening hours

Minimum opening hours on a sliding scale are proposed: under 2,500 population - 15 hours, to 25,000 to 50,000 population - 60 hours. Mobile libraries should visit at least fortnightly with stops of sufficient length to offer a readers' advisory service.

Books and non-book materials

1. Libraries serving populations from 5,000 to 50,000 - a minimum of two books per capita.

2. Libraries serving populations up to 5,000 need access to a minimum of 10,000 volumes, or three books per capita (whichever is the greater) made up of its own basic collection plus the volumes available for changing collections on a sliding scale ranging from:

Population	Basic collection	Changing collections
Under 2,500	40%	60%
to	to	to
25,000-49,999	90%	10%

Periodicals

Minimum collection maintained as follows:

Population	Magazines and newspapers received	Such files to be kept according to use and indexing
Under 2,500	At least 25	1 - 5 years
to	to	to
25,000-49,999	100 - 150	1 - 10 years

Long-playing discs or recordings

Record collections as follows, if not purchased or given, they can be provided from a resource centre.

Population	Minimum collection	Minimum annual additions or replacements
2,500-4,999	100-150	35-50
to	to	to
25,000-49,999	500-1,000	150-300

Staff

Many variables govern the size of the staff, such as population, area served and the programme of the library. One staff member (full-time or equivalent) should be the minimum provision for each 2,500 in the service area. Distribution proposed (non-manual staff):

Population	Professional	College graduate	Library Assistant	Clerical	Page	Total
Under 2,500	-	1	-	-	1/2	1-1 1/2
2,500-4,999	-	1	-	1/2-1	1/2-1	2-3
5,000-9,999	1	1	1-2	1/2-1	1/2-1	3-5
10,000-24,999	1-2	1	2-3	1-2	1-2	6-10
25,000-49,999	2-6	1-2	3-6	2-4	2-3	10-21

Education and training qualifications, and how many professional librarians should be with experience, are prescribed.

Premises

A table is given for (a) shelving space and related floor space; (b) reader space; (c) staff work space; (d) additional space (e.g. for services, staircases, meeting rooms); and (e) total floor space:

Population (1) Sliding scale examples	Size of book collection (2)	Linear feet of shelving (3)	Amount of floor space (4)	Reader space (5)	Staff work space (6)	Additional space needed (7)	Total floor space (8)	(1) Conversion to metres and (2) comparison with IFLA standards (9)
5,000-9,999	15,000 vols. plus 2 books per capita for pop. over 5,000	1,875 linear feet. Add 1 foot of shelving for every 8 books over 15,000	1,500 sq.ft. Add 1 sq.ft. for every 10 books over 15,000	Min.700 sq.ft. for 23 seats. Add 4 seats per thousand over 5,000 pop.served at 30 sq. ft. per reader space	500 sq.ft. add 150 sq. ft. for each full-time staff member over 3	1,000 sq.ft.	3,500 sq.ft. or 0.7 sq.ft. per capita, whichever is greater	(1) .065 sq.m. per capita (2) .042 sq.m. per capita (10-20,000)
25,000-49,999	50,000 vols. plus 2 books per capita for pop. over 25,000	6,300 linear ft. add 1-ft. of shelving for every 8 books over 50,000	5,000 sq.ft. add 1 sq. ft. for every 10 books over 50,000	Min.2,250 sq.ft. for 75 seats per thousand over 25,000 pop.served at 30 sq. ft. per reader space	5,250 sq. ft.	5,250 sq.ft.	15,000 sq.ft. or 0.6 sq.ft. per capita, whichever is greater	(1) .056 sq.m. per capita (2) .039 sq.m. per capita (20-35,000) .035 sq.m. per capita (35-65,000)

A further United States document is Standards for children's services in public libraries (Note 5) prepared by a sub-committee of the Public Library Asocation and issued in 1964. This again follows the pattern philosophy and definitions of Public library service and amplifies the standards as they apply to children's public library services. These standards refer particularly to children's needs on the assumption that they can be satisfied by libraries working in library systems. The document contains only qualitative standards describing how in principle the needs should be satisfied. No strictly quantitative standards are given, it being stated that this was "because of the temporary validity of quantitative standards and the lack of supporting evidence for them." This document is therefore of limited interest in the context of this present survey.

On mobile libraries, the American Library Association issued in 1963 a publication Standards of quality for book mobile services, which gives principles and criteria for evaluating such services (Note 6).

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Note (3) American Library Association, Minimum standards for public library systems, Chicago, 1967.

Note (4) American Library Association, Interim standards for small public libraries, Chicago, 1962.

Note (5) American Library Association, Standards for children's services in public libraries, Chicago, 1964.

Note (6) American Library Association, Standards of quality for book mobile service, Chicago, 1963

Some references to standards for individual States are:

California "Public library service standards in California". News notes of Californian libraries, volume 58, No. 2, Spring 1963.

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CHAPTER III - SCHOOL LIBRARIES

Throughout the world, perhaps more particularly in countries where both the educational and library services are not well developed, there is much discussion of questions concerning school libraries. This subject is commonly discussed alongside the question of the development of public libraries, since it is not possible entirely to separate children's reading through public libraries and school libraries. But where school libraries - and public libraries - are almost non-existent, the main concern is to get them established at all and not with standards which few can attain within a reasonable space of time. Consequently, there are very few published documents which can be described as "standards for school libraries".

A further reason for this, which is perhaps most applicable to countries with old established and well developed school systems, is that, of the libraries serving the needs of academic institutions, the necessity for a school library satisfying certain minimum - but usually high - criteria of excellence is dependent to a considerable extent on the circumstances in the individual school and the educational policy and methods adopted there. Standards of school library services, more than any other set of library standards cannot be considered in isolation. They concern but one part of the organization of the school and the form and level of school library provision depend to a very great extent on the nature and form of teaching processes undertaken in the school. The presence of elaborate - and often generous - recommended standards for library or media services in certain countries reflects a different, more positive and more uniform attitude to teaching processes than exists in many other countries. In many of these, possibly because teaching methods and curricula make comparatively little demands on the library, written standards of desirable levels of library service are little in evidence.

Important factors in the drawing up - and comparison - of standards for school libraries is the assumed degree of dependence of the individual pupils on the public library, and the amount of co-operation between the school library and the public library. These are very variable. In some circumstances it may be a matter of policy to make the school library as self-sufficient as possible, in others the school library may be conceived on modest lines, in the knowledge that there are readily available and easily accessible considerable additional resources, which can be tapped through intelligent use of the public library. In areas where the level of public library service is poor, or where - because of sparsity of population and distance factors - local public library service must be restricted to mobile or very small libraries, there is no alternative to building up a strong school library. Indeed in many circumstances a combined school and public library is the only practical way of providing a library service to all the community.

The three most comprehensive sets of school library standards come from three countries where an approach to education defined recently as "a shift

from teacher-oriented whole class instruction, where the text book reigns supreme, to a pupil-oriented situation where the individual child learns actively from an environment rich in learning stimuli"(1) is actively encouraged. These are Australia, Canada and the United States, whose recommended standards for school library services are set out in some detail in the second part of this chapter. (Notes 1 to 3) The educational philosophy as applied to the school library, with the advice on organization of service and materials, contains much which can be described as standards and which leads naturally to the quantitative standards as to the extent of the library materials to be provided, the number and kinds of staff and the nature of the premises and equipment.

It is not easy to make a point by point comparison between these three sets of standards as it is rarely possible to compare exact equivalents. But there are indications that the space standards in the United States are higher than in Canada or Australia, particularly in relation to total areas recommended for media programmes and for the area per student in a reading room (40 sq.ft./ 3.7 sq.m.) as opposed to 35 sq.ft./3.25 sq.m. for Canada and Australia.

Figures relating to minimum total book stocks do not show striking difference. The Australian Government's standard is between 30 and 15 volumes per student according to the size of the school, the Canadian Library Association's figure is slightly more generous than this at about 30 reducing to 20+ and the American Library Association's is more generous for the smaller schools at 40 reducing to 20. The United States figures for periodicals are however considerably higher than the Canadian (e.g. for secondary schools - 125 to 175 titles compared with 75 titles). No precise figures for periodicals are recommended for Australia.

Another key figure, for staffing, shows the United States standard more generous than the other two. For qualified staff the figures are: U.S.A. 1:250 students; Canada 1:500 students (or 1:300 if responsibility is given also for visual aids); Australia (Library Association figure) 1:500. The U.S. standards is also higher than the Canadian for technical and other assistance, 2:250 students, one a technician and the other an aide. In Canada one assistant is recommended for every 500 students. But all these figures are much affected by the differing emphasis given to the audio-visual and other non-book material.

In considerable contrast to these standards are standards for school libraries produced in Denmark and Norway. In Denmark, the Ministry of Education issued in 1966 regulations for elementary school libraries (ages 7-14) (Note 4), which provide, inter alia, for minimum total book stocks for or both lending and reference at between 10 and 5 volumes per pupil according to the size of the school (e.g. school for 200 pupils : 10; a school of 1,100 pupils :5). In addition the school would have access to a collection organized centrally by the education authority or to the public library. In Norway, the State Library Office in 1967 published guidance on the administration of elementary school libraries (ages 7-16) (Note 5). Standards included refer to a lending

(1) Shirley L. Blandford. "The rôle of the professional librarian in the school". Library Association record, July 1969.

library of 8 to 10 volumes per pupil with a minimum book stock of 600 volumes. This is higher than in Denmark on account of the more scattered population and greater distances involved, which has lead to greater reliance being placed on school libraries to look after all the library needs of chilren.

As stated by K.C. Harrison(1) "All children must go to school, but in the more remote areas it is not always possible to provide public libraries with children's departments. The Norwegians therefore find it right to develop the libraries in the school where the children must go." Even in Oslo the smaller branch libraries serve adults only, because the children are catered for by their school libraries.

In the United Kingdom there are no minimum standards for school libraries recommended by the government or by the Library Association, though the latter are currently engaged on such a project. The Association of Education Committees, representing the local authorities administering the schools in England and Wales, have however issued some guidance as to the general organization of school libraries and as to initial and recurrent expenditure on books.

In the United Kingdom there is a strong tradition of co-operation between the local authorities responsible for providing the schools and the public libraries - more often than not the same bodies - and there is in many areas, particularly counties, a considerable degree of co-ordination of provision and use of qualified library staff. As a single measure of the scale of total book provision adopted in the United Kingdom, the practice of the Inner London Education Authority is quoted. This is the largest education authority in the country. Their aim is to provide school libraries with total book stocks of the order of 8 to 10 volumes per pupil in secondary schools (11-18 years) and 4 to 6 in primary schools (5-11 years). In addition there is a central collection of books which schools may draw on and also local co-operation with public libraries - which in this instance are provided by a different set of local authorities. A note on the position in the United Kingdom is also given later in this chapter.

On a much lower level of provision, a meeting in 1968 of experts in the development of school libraries in Central America, organized by Unesco in Antigua Guatemala, recommended to Ministers of Education that, in order that there should be by 1972 school libraries for 25 per cent of the primary school students and fifty per cent of the secondary school children at a level of one book per primary school student and two books per secondary school student, 1.5 per cent of their total budgets for education should be spent on the creation and maintenance of school libraries (Note 5).

Another example of a standard from a developing country, is given in recommendations issued by the Ministry of Education in Eastern Nigeria in 1966 (Note 6). This proposes that every school should spend a minimum of 15 shillings per student per year on the school library, at least two-thirds of which should be spent on books, periodicals and running expenses for the library (as distinct from funds spent on the library buildings and major furnishings).

(1) Libraries in Scandinavia. Andre Deutsch, London 1969.

In the working papers for the Expert Meeting on National Planning of Library Services in Asia, held in Ceylon in 1967 (Note 7) it was stated that "Japan is perhaps ahead of other Asian countries in the provision of school libraries. With the highest rate of literacy in Asia, there were over 43,675 school libraries in 1964; this besides classroom libraries. The libraries are well organized and the school curriculum is such that greater use is made of the library. It was in 1953 that a school library law was enacted making provision for all schools to have libraries staffed by professional librarians."

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Note (3) American Library Association and National Education Association. Standards for school media programmes.

Note (4) Skolebiblioteker i Folkeskolen. Undervisningsministeriet, (Ministry of Education), Direktoratet for folkeskolen og seminarierne. Copenhagen, September 1966.

Note (5) Final report of meeting of experts on the development of school libraries in Central America, Antigua Guatemala, 1968. Mimeo. Unesco, Paris.

Note (6) "Minimum standards for school libraries". Eastern Nigeria School Library Association bulletin, vol. 2 No. 1. 1966.

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AUSTRALIA

General

The history of the development of school library standards in Australia in the last ten years is of great interest and significance. In his short account of Australian libraries, published in 1966 (Note 1), John Balnaves explains that while tuition at government schools was free, parents must meet the cost of textbooks, uniforms and sports material and, with some assistance from State education departments, of school libraries. Most non-government schools charged fees and only since 1964 had any financial assistance been given to them by the Commonwealth Government. Otherwise the school library in these schools had to be supported entirely by private funds. In all States, the department of education provided advisory services to school libraries and in some States there were central book purchasing and cataloguing services. "But," says Balnaves, "in a situation where the basic condition of existence of school libraries is local initiative of headmasters and parents and citizens, systematic development of school libraries is hardly possible."

Fortunately, the position has dramatically changed, so far as secondary schools are concerned. This is no doubt partly due to action taken in recent years to point out the deficiencies of libraries in the schools. In the Tauber report of 1961 (Note 2), it was stated that "it would appear that progress in these areas (of children's and school libraries) since 1935 has been minimal". In 1964, Professor Sara Fenwick of the University of Chicago Graduate Library School surveyed, for the Library Association of Australia, the position of school and children's libraries in Australia. In her report published in 1966, she drew attention to serious deficiencies and identified the chief reasons for the failure to develop both children's and school libraries adequately (Note 3). But at the time of Professor Fenwick's visit the Children's Libraries Section of the Library Association of Australia had already formulated a set of standards for school libraries and these, under the title of "Standards and objectives for school libraries" (Note 4), were also published in 1966.

In 1965, at its General Council, the Library Association of Australia adopted a resolution which led to a two-year programme aimed at obtaining Federal Aid for school libraries.

These events, together with other developments on the broader educational front, have had their influence on the Commonwealth Government's policy, for in the 1968 budget a $27 million programme for the provision of libraries in government and independent secondary schools throughout Australia was announced. This sum has been allocated over a period of three years from 1 January 1969, to assist in raising the level of secondary school libraries throughout Australia to the standard necessary to enable them to be effective centres of the schools' learning programmes. Grants will be available for the erection, alteration or extension of library buildings and for the conversion of existing school buildings to libraries, also for the provision of furniture, equipment, books and instructional materials.

A Commonwealth Secondary Schools Libraries Committee was appointed by the Minister of Education and Science to advise him on the conditions and standards necessary for the effective development of the new programme in relation to independent schools. This involves recommending desirable standards for library buildings, furniture and equipment, books and materials and also establishing methods by which existing deficiencies in library facilities and services in particular schools may be determined.

As a first step, the committee issued in March 1969 a document entitled **Standards for secondary school libraries - a preliminary statement prepared by Commonwealth secondary schools libraries committee** (Note 5). The statement gives schools planning libraries and their architects advice on the general building standards likely to be accepted for Commonwealth grant purposes. Since grants are available for books and other library materials, some attention is also given to standards for basic book stock. Some advice is also included on selection of library materials.

In a foreword to the document the Minister for Education and Science referred to the scheme for financial assistance to secondary school libraries as part of the Commonwealth's aim to provide more facilities and to upgrade the quality of education at a variety of levels, and said:

"We want to see the library a centre of learning, the "hub" of the secondary school programme, in which an extensive collection of various forms of instructional materials is available to students."

"The scheme, it is hoped, will achieve in other disciplines what the highly successful science laboratories scheme has achieved in its field. A good library is essential if students are to benefit fully from their schooling."

"The Commonwealth has placed education on a high national priority. We must meet education needs if Australia is to advance as it should."

The standards

I - Standards and objectives for school libraries
Library Association of Australia, 1966 (Note 4)

These standards, which are summarized below, are at present being revised:

Foreword

To some, it is suggested, the standards may seem Utopian and unattainable; to others they will appear inadequate. It is one of the purposes of the standards to limit this unevenness of service by setting up an irreducible minimum. The standards should be regularly revised (say every five years). The implementation of the standards and the future of school library development are dependent on the quantity and strength of the officers supervising school library services in each State.

Introduction - Why standards?

The unevenness of school library provision alone would, it is said, warrant a charter of minimum standards: so would the system which makes school libraries largely dependent on parental fund raising efforts. There are other reasons notably:

1. The much needed guidance a standards document gives to those responsible for the provision of school libraries.

2. The attention the document would draw to the important rôle which school libraries can and should play in education.

3. The need to bring out the importance of education in and for librarianship and to demonstrate the fallacy of "anyone can run a library".

Objectives for the school library

It is not considered possible to formulate standards in terms of staff, book stock and buildings without first considering the function of the library in the school. This the document does under the heading:

1. The library and education. Seven main objectives, which are equally applicable to all types and levels of schools are stated in general terms and some amplification, more specific references and provisos, are given. Two only are quoted here for the sake of brevity:

(i) To be a source of books and other materials which will support and enrich the teaching-learning programme in the school.

(vii) To work towards an ideal in which the school library is no longer an aid or an adjunct or simply a service - with the secondary and rather passive rôle those terms imply - but a centre from which the educational activities of both teachers and children radiate, the heart of the school.

2. An active policy for the library. This gives specific illustration of what can be done in a school library in encouraging children to read; publicising the library; the library in teaching and learning; the teacher and the library; reading and study skills.

The administration of the school libraries

This section deals with the staffing of school libraries and of the school library services working within the State's Department of Education.

Staffing of school libraries

The term "school-librarian" used in the standards refers to a person with dual training - in teaching and librarianship - and not to a person who carries out both class teaching and library duties within the school.

In the school, it is said, the school librarian is in a key position when the library is the vital force advocated. The educational authorities should provide an adequate supply of school librarians and ensure an equitable distribution throughout the educational system. The duties of the school librarian and assistants are described.

Staffing standards

Librarians - All schools with over 250 children need the services of a full-time school librarian. In large primary and secondary schools there should be one librarian for each 500 children or major fraction thereof. Where the librarian has responsibility for selection and organization of visual aids, one librarian is needed for each 300 children. Schools with less than 250 children should use the services of a part-time librarian.

Assistants - There should be typing and clerical assistance given to librarians in all schools with over 250 pupils.

Salary and status

It is stated that the salary and status of the school librarian should be the same as that of other teachers in the school and with similar professional education, experience and responsibility. The school librarian should be able to proceed to any position including headships.

Training for school librarian

This should provide:

1. Teacher training and successful teaching experience appropriate to the children with whom they are to work.

2. Library training, concurrently with or following teacher training. In either case a minimum of 360 hours (over one or two years) should be spent in library training and at least eight weeks practical experience provided in a school library under a trained school librarian. This would lead either to the full or partial completion of the Australian Library Association's Registration Examination. School librarians should be actively encouraged to improve their qualifications in librarianship, by completing a degree in librarianship or the registration examination or by correspondence and vacation courses.

Library training for all teachers

It is recommended that all student teachers should receive at least 30 hours of library training so that they may be able to integrate the school library into their teaching and understand fully the rôle of libraries and education.

Staffing of central library services

It is considered that economies can be achieved by the establishment of central library services to schools, dealing with such items as:

The purchase and provision of a basic book stock to new schools;

The processing, cataloguing and classifying of new books for schools;

The issue of detailed book lists of recommended purchases for school libraries;

The provision of bibliographical information and advice to school libraries;

The provision of bulk loans of library books to supplement small book stocks in schools with less than 200 pupils;

The provision of a central service for the repair and strengthening of library books.

Such a service would be in charge of a person highly trained in both education and librarianship, capable of giving advice to the educational authority on the implementation of standards. The importance is stressed of this person, described as superintendent of library services, having on his staff highly trained professional officers in adequate number with clerical and general assistants. The professional staff of such a service should represent as wide a range of subject knowledge as possible.

District officers, providing district services (e.g. staffing libraries in schools too small to justify a full-time librarian) should be closely allied with the central office.

Stocking the school library

A well balanced book stock includes a wide range of books on all subjects of possible interest to children. It should reach beyond the confines of the curriculum, to create new interests as well as to enrich and enliven the scope of the formal school subjects. It provides an attractive variety of first rate books of reference, imaginative writing and non-fiction. Schools differ in their needs, but despite this there are certain standards which should be common to all book stocks:

1. Small schools should be ensured of adequate supplies of books and not hampered by tiny book stocks through proportionate application of standards.

2. Fair allocation of funds must be made for the purchase of fiction, and its educational value in the school recognized.

3. A basic book stock should be provided in all new schools and eventually in all schools.

4. In selection, books must be provided to allow both deep and superficial reading in most subjects and allow for the levels of reading interest and ability.

Size of collection

The following standards are recommended:

1. Schools with less than 200 pupils should aim at 20 books per pupil and arrange to have their stock regularly augmented by bulk loans from the central authority.

2. All schools having more than 200 pupils should build, within 10 years of starting the library, a minimum book stock of 6,000 to 10,000 books.

3. Schools with over 1,000 pupils should have within 10 years of starting the library a minimum of 10 books per pupil.

Two suggested ten year plans are given for the establishment of libraries in schools with 300 pupils and for schools with an expected enrolment of 1,000 pupils. In both cases, it is assumed that the initial stock is built up over the first three years on the basis of 10 books per pupil, i.e. 50% of the ultimate minimum book stock; thereafter there is maintenance and replacement of the existing book stock at 10 per cent per annum and an increase in the book stock and periodicals of an annual order which will bring the total book stock up to the desired total by the end of the ten years. After the tenth year it is assumed that only the 10% increase for maintenance and replacement will be necessary. The plans are costed on the basis of an average cost of a book at $2.

Subscriptions to periodicals should be provided for annually by allowing 10% of the total book grant to magazines, newspapers, etc. If the library is the depository of non-print materials (e.g. audio-visual), at least 2% of the library grant should be devoted to new additions and maintenance.

Selection of materials

It is suggested that an average of 30% fiction to 70% non-fiction is a reasonable proportion for secondary schools and 40% fiction to 60% non-fiction for primary schools. Advice is given on aids to selection under fiction, non-fiction, ready reference, pamphlets, periodicals and newspapers.

Organization and selection of library materials

Essential school library routines, ordering, classifying and cataloguing, processing and borrowing systems, are discussed. It is recommended that cataloguing should be done centrally by a library service attached to the education authorities in each State.

Finance

The initial stock should be provided by the education authorities when the school is built. As soon as possible all money for current additions should be provided by the authorities through grants. A minimum grant of $6 per student per annum in schools of under 500 and by a sliding scale to $3 per student per annum in schools of over 500, is recommended for current additions.

The school library building

Central library

A central library, suitably located, is essential for both primary and secondary schools. It should serve the whole school, both junior and senior years. Small classroom collections provided on loan from the central library, are necessary in primary schools. A book corner in infant and early primary year classrooms is necessary and a special corner for these children in the primary school central library. All children should have access to the central library.

Design and equipment of the central library

The design of a school library must provide for a:

1. Reading room - In both primary and secondary schools, this should be large enough to seat 10% of its pupils. In schools with less than 500 pupils there should be room for 45-55 pupils to be seated at any one time. Thirty square feet (2.79 sq.m.) should be allowed for every reader.

2. Library annex - When the reading room is used for private study, another area - at least 650 sq.ft. (60.4 sq.m.) - is required where a class or part of a class can work with library books. This should be well lit and soundproof and, if necessary, should provide storage for recordings and viewing machines.

3. Group study rooms - In schools with 750 students, two such rooms are required approximately 12 ft. x 12 ft. (1.1 x 1.1 m.) for student discussions and study.

4. Librarian's office and workroom.

5. Library entrance - With room for display case and perhaps informal seating.

Detailed advice is given on lighting, acoustics, ventilation, heating and plumbing of the library premises and on its furnishing and equipment.

Finance and administration

Under"finance" it is stated that the provision and equiping of a library building is the responsibility of the State education authority and should not

be left to willing parents nor be discharged partly through subsidies. Under "administration" it is said that when designing and locating the library it should be assumed it will be open at least half an hour before and after school hours; the library should not be used for any purpose other than a library.

II. Standards for secondary school libraries - a preliminary statement of the Commonwealth Secondary Schools Libraries Committee March 1969 (Note 5)

Although this document makes no reference to the standards provided by the Library Association of Australia, the preliminary standards issued by the Commonwealth Secondary Schools Libraries Committee show clearly that they have been influenced by the earlier publication.

There are minor differences in the qualitative standards, e.g. the committee recommends 35 sq.ft. (3.25 m.) per reader in the reading room instead of 30 sq.ft. (2.78 m.); group discussion rooms are envisaged on a more generous scale. The committee's way of expressing book stock standards is different from the Library Associations, no doubt influenced by administrative considerations. The committee's recommended proportions of fiction and non-fiction material differ slightly.

The committee's preliminary standards stated very succinctly in a mere fourteen pages are here even more briefly described.

1. A changed concept of the secondary school library

It is stated that "the emphasis on the value of individual study as a vital part of the learning process has changed the view of the rôle of the library. Under this view, the library becomes the centre of the school's learning programme... The purpose of Commonwealth assistance is to help schools make such a rôle a reality."

The respective rôles of the librarian and the teacher are discussed, stating "Both the librarian and the teacher will need to reconsider their relationship if the library is to become an integral part of the school programme rather than a mere adjunct to it." In setting out qualitative standards a number of points are particularly stressed:

> The need to integrate the learning resources of schools, wherever they may be sited or used, and to provide a central library;
>
> That it is uneconomic to provide high quality services if these are not available outside school hours; this affects design, possibly a separate building or a lockable unit within the building with direct outside access, is needed;
>
> The importance of central location within the school and need to allow for the possibility of extension to allow for changes in numbers and curriculum needs.

The activities to be carried on in the library are described so that they should be taken into account when designing the building:

Recreational reading and browsing;
Study involving the use of library materials by individuals and groups;
Borrowing and returning library materials by teachers and students for individual and class use;
The use of the catalogue;
The instruction of individuals and groups in locating and using library materials;
Group discussion arising from the use of library materials;
The use of audio-visual materials by individuals or groups;
The use of library resources by teachers;
Selection and organization of library materials.

2. Building standards - These are indicated in the table on page 136.

Notes are given about the relation of rooms and illustrative sketches included. Particular attention is drawn to planning advice given in The school library: facilities for independent study in the secondary school, Ralph E. Ellsworth and Hobart I. Wagener (Note 6).

It is stressed (1) that the areas and specific types of space recommended are not definitive and binding on every school; areas should be regarded as flexible and the extent to which they need to be varied will depend on the programme of each school; (2) that the facilities are not designed for use as a classroom nor for private study without reference to library resources.

3. Furniture and equipment

Minimum requirements of furniture and equipment are indicated e.g. heavy duty carpeting is suggested as a general floor covering.

4. Library materials

A good school library depends on properly selected library materials built up by the school according to its enrolment and educational programme. Schools vary in internal organization, outlook, environment and size.

Minimum book stock

For a secondary school the minimum book stock should include reference, fiction and non-fiction according to the following standards.

Enrolment	Minimum book stock	Books per student	Growth to	Books per student
50	1,000	20	1,500	30
100	2,000	20	3,000	30
150	3,000	20	4,500	30
200	3,000	15	5,000	25

Enrolment	Minimum book stock	Books per student	Growth to	Books per student
300	3,500	11+	6,000	20
400	4,000	10	6,000	15
500	4,500	9	7,500	15
800	5,700	7+	12,000	15
1,200+	6,900	5+	18,000	15

Basic reference books - suggested guide given in Appendix.

Proportion of fiction to non-fiction - the proportion between fiction and non-fiction reading should be in the range of 25%-75% to 40%-60%. Schools with more senior pupils would have a higher proportion of non-fiction material than schools where the majority of pupils are in the lower secondary levels.

Periodicals - essential part of secondary school library; a suggested guide is given.

Newspapers - a minimum collection of 3-6 titles is proposed covering the news at the local, state, national and international levels.

Other library materials

As the document indicates elsewhere, new approaches to learning and the widening range of individual differences among students make it imperative that school libraries should provide a diversity of learning materials. The library collection should include filmstrips, loop films, slides, sound recordings, tapes, charts, maps, prints and musical scores. No quantitative standards are yet recommended for this material.

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Note (6) Ralph E. Ellsworth and Hobart D. Wagener. The school library: facilities for independent study in the secondary school, New York, Educational Facilities Laboratories, 1963.

Attention is also drawn to:

Note (7) National Library Service, Planning the school library - prepared by the school library service. National Library Service, Wellington, New Zealand.

2. Building standards

AREAS REQUIRED FOR SCHOOLS WITH MORE THAN 300 PUPILS

Spaces	Comment	ENROLMENT							
		(note 1) 300-450		500		800		(note 2) 1,200	
		sq.ft.	sq.m.	sq.ft.	sq.m.	sq.ft.	sq.m.	sq.ft.	sq.m.
Reading room to seat 10% of enrolment allowing 35 sq.ft. (3.25 sq.m.) per reader with minimum of 45 places and capacity to shelve 15 books per student allowing 1 linear ft.(.3 m.) per 10 books	Containing main book collection, periodicals, the catalogue, the circulation area a standard reference area, an area for informal and recreational reading and areas for study by individuals and groups. In carrels and tables for four.	1,575	146.31	1,750	162.57	2,800	260.12	4,200	390.18
Library annex	Adjoining the main reading room for use by a single large group for guidance in the use of library materials or for supervised reference work by class groups. When not in use for such purposes it will be available for study by individuals or small groups using library materials.	-		-		750	69.67	750	69.67
Group discussion rooms	For use by small groups of students discussing progress or co-ordinating individual work on group studies involving the use of library materials; for special reference work involving the use of over sized library materials; for consultation between librarian and special groups.	120	11.14	250	23.23	500	46.45	500	46.45
Teachers' reading and preparation room	For use by members of the teaching staff in consultation with the librarian in the preparation of lessons involving the use of library materials or for the teacher's professional reading	120	11.14	120	11.14	200	18.58	200	18.58

2. Building standards (cont.)

AREAS REQUIRED FOR SCHOOLS WITH MORE THAN 300 PUPILS

Spaces	Comment	ENROLMENT (note 1) 300-450 sq.ft.	sq.m.	500 sq.ft.	sq.m.	800 sq.ft.	sq.m.	(note 2) 1,200 sq.ft.	sq.m.
Librarian's office						120	11.14	120	11.14
Workroom		400		400	37.16	400	37.16	400	37.16
Audio-visual storage									
Foyer	To provide an attractive and adequate entrance to the library	200		200	18.58	200	18.58	200	18.58
Bags and cloaks	Adjacent to the foyer								
	TOTAL	2,415	224.35	2,820	261.97	5,170	480.30	6,570	610.36

Note 1. The provisions for schools with enrolments between 300 and 450 are the same because an area of 1,575 sq.ft. (146.31 sq.m.) providing seats for 45 should be considered a minimum area for a reading room for schools between 300 and 400.

Note 2. In schools with enrolment of more than 1,000 it may be preferable to provide a second library annex rather than provide for the seating of 10% of the school's population in one very large reading room.

CANADA

Until quite recently, educationalists in Canada relied on school library standards evolved in the United States by the American Library Association, but the need was felt for Canadian standards and a committee was appointed in 1962, which prepared preliminary library standards. These were examined by committees of librarians and educators in each province, by departments of education, and by representatives of interested associations. This led to the publication in 1965 of Preliminary standards for school libraries, which was discussed at a special two day "workshop" at the basis of decisions taken at this conference, final standards were prepared by an enlarged committee and were published in 1967 under the title Standards of library service for Canadian schools (Note).

"This publication", the introduction says, "is intended to provide guidelines for administrators, teachers and librarians in the establishment and operation of good school libraries... It points out the necessary requirements for good, but not superior, library service in the individual school, the district and the province. It must be emphasized that facilities described in each section of the standards are already existent in some schools in Canada."

The document discusses the rôle of the library and of the library programme in the school. The rôle of the library is summarized as:

> "The library is an essential part of the school, composed of quarters, library materials, personnel, with a programme developed to serve the students, teachers and administration. The library collection consists of books, disc records, tapes, pictures, pamphlets, periodicals, filmstrips, film slides, micro-film, charts and museum objects - all materials which might be used to instruct, inspire, as well as encourage and facilitate the learning programme. The librarian, as an instructional materials resource person, works with students, instructional staff, administrators, parents and community agencies to produce a library programme."

The library programme which, it is said, should permeate the entire educational programme of the school, is summarized as follows:

"An effective library programme, which in the fullest sense provides the learning experience for every student, requires the support and active co-operation of everyone involved from the superintendent to every member of the staff. To be successful, it needs the endorsement of all levels of educational authority. The library programme is the directed use of library space, staff equipment and materials to meet specific objectives. A librarian co-operates with the principal and the teaching staff to plan maximum use of existing facilities and budgets. This programme should meet the needs of the curriculum, and provide for the special and individual requirements of the school."

Examining the elements of an effective school library service, the document states three principles, that:

1. Curriculum outlines impose on the school library the responsibility for providing adequate materials for learning in depth;

2. Every student requires access to varied materials regardless of the total number of his classmates;

3. Each school must provide the necessary learning materials regardless of its size. Therefore, some means of co-operative purchasing and/or central service is necessary to help the smaller schools.

Advice is given about the printed and non-print materials which should be supplied. The importance of pamphlets, which are inexpensive and easily replaced, and of periodicals, as well as of a collection of professional material for the use of the staff, is stressed. In non-print materials, particular reference is made to the need for all kinds of maps, atlases and globes, filmstrips and film slides, records and tapes, museum objects and portable models.

The school library, it is said, should have a well-balanced collection maintained through careful selection, discarding and replacement. The central core of the collection should be ready at the opening of the school as part of the initial establishment. The minimum requirements in any school should, at least, be reached within three years of the opening. Thereafter, expansion and necessary duplication and replacement, may be accomplished by annual purchases.

Many points are made about the provision and organization of school library accommodation and equipment. Reference is made to the increasing number of students using school libraries because of the greater emphasis on independent study and the use of educational media. To meet these demands, it is proposed that there should be seating for 30 per cent of the students, at least half of it in individual study carrels, about 20 per cent in small group study rooms, and the remaining 30 per cent by traditional table accommodation with some allowance for lounge furniture. Fewer carrels are required for elementary schools and more lounge and table study area. The library should be capable of being used after regular school hours and provision should be made for its expansion at a minimum of cost and with the least disruption of school work.

Particular attention is given to the library facilities for the student; facilities hitherto considered adequate have been made obsolete by new trends in education, such as large group instruction, small group instruction and individual research. It is stated that in some schools stressing individual study, as much as one half of a student's time may be unscheduled and spent in the library.

Small conference rooms, holding 4 to 6 students, are suggested as small group-viewing/listening areas. Larger rooms for 12 to 15 students with moveable dividing walls may be preferred. A library classroom adjoining the reading area for library instruction or for classes brought to the library for special projects, is regarded as essential unless there is a suitable area near to the library. Advice is included about areas for audio-visual purposes.

The dependence of the school library on the adequacy of the staff is stressed. The fully qualified school librarian should be a competent organizer and administrator, a successful teacher, as well as a trained librarian. His special functions are defined as:

Building and organizing collections of instructional materials.

Encouraging and assisting staff and students to make maximum use of these materials.

Training clerical and student assistants and directing their work.

Making use of modern publicity and public relations methods to build and maintain a vital library programme.

A fully qualified school librarian, it is recommended, should have university level education in both teaching and librarianship. He should have a university degree and certification as a fully qualified teacher. He should also have a degree in librarianship, with courses taken in children's and young people's literature, non-book materials, and school library administration, and should take advanced courses in subjects such as curriculum and audio-visual materials and production.

The document recognizes that not all school librarians will be fully qualified professionally trained librarians. Many will be teacher-librarians giving only part-time service to the library. For such staff, minimum training given through a college of education is recommended in relevant library subjects.

For those individuals already educated in the one area, the acquiring of training in the other should be accompanied by experience in that second area. The members of the two professions are urged to co-operate to pool their complementary training and experience.

The work to be undertaken by library clerks is described, and some of the factors affecting the total number of staff members required are stated.

It is recognized that the small school has difficulty in providing adequate library service in terms of staff and collections. Good service requires one librarian for every 300 to 500 students, whether they are in one or more schools. Librarians can either work part-time in one or more schools, or part-time as a librarian and part-time as a teacher in the same school. Alternatively, for a widely scattered area, there could be a mobile district librarian, a central reference and loan collection, a pool collection of materials from which deposit collections can be sent from school to school, and, possibly, a direct mobile library service. One library clerk is recommended for every 500 students.

A section on the school library budget distinguishes between items which should be included in the initial capital cost and the elements in annual expenditure. The annual budget should provide funds for the purchase of one book per student plus replacements of lost and outdated material. The requirements for technical and special schools are considered to be higher because of the wide range and greater cost of special materials.

Staff participation in controlling library expenditure may be secured, it is proposed, by organizing a library committee; informal discussions with individual teachers; developing advisory groups of teachers in each subject area.

A further chapter on "District and area school library systems: provincial services" is based on the principle that no school library can exist by itself. To be completely effective as an integral part of the total conventional programme they must receive support from the district or area level, with provincial government assistance. This section of the document discusses the organization of district and area services by a large school district or combination of school districts, including the provision of a library service centre supplying advisory services, collections of special materials and special services to students and teachers, (e.g. an advanced reference service), central purchasing and processing of library materials. Such a district or area service would be administered by a district or area library supervisor who would be qualified both as a classroom teacher and as a librarian.

The responsibilities of the provincial departments of education are also discussed, and co-ordination at provincial level is considered essential if the school libraries are to attain the desired standards. A provincial library supervisor should provide a consultative service to boards of education, and also a direct service to small schools not served by a district library service centre.

A penultimate chapter discusses certain fields where the implementation of standards for good school library service may require special consideration:

Library services to exceptional children, such as those who are physically or mentally handicapped.

The problems of organizing a library in a new school and in an established school.

Library service in the small schools (with less than 150 students):

(a) in a large district, through a central district library;
(b) in remote areas, through direct provincial government aid and/or co-operation between school districts.

Co-operation with other libraries and learning - resource centres.

The teacher and the library - pre-service and in-service education about the contribution which school library services make to education and relevant aspects of the work of school libraries.

Finally, under the heading of "Responsibility for school library service" the document sets out to define the respective rôles for the provincial governments, the boards of education, the superintendents of schools, the principal of the school, the teachers and the school librarian.

Apart from a very few quantative standards mentioned in the text and which have already been referred to, these have been reserved for an appendix. A further appendix refers to equipment and includes a number of standard specifications and measurements.

In the first appendix these are:

1. Standards of library materials for a school with 150 or more students

   (i) Basic book collection - to be provided in one to three years from capital grants.

Elementary school	Grades 1 to 6	5,000 titles
Secondary school	Grades 7 to 13	5,000 titles
Continuation school	Grades 1 to 13	7,500 titles

   Growth of book collection - from annual expenditure.
   In schools with 300 students or less, the collection should be expanded to 30 books per pupil or to the basic collection, whichever is the greater. In schools with more than 300 students the library should continue to expand until it has 20 or more volumes per student.

   (ii) Periodicals

   In elementary, secondary and continuation schools, a minimum of 25, 75+ and 75+ subscriptions respectively.

   (iii) Pamphlets, pictures, maps, filmstrips and film slides, recordings and tapes, museum objects

   A collection with enough duplicates to meet the needs of the curriculum.

   (iv) Professional materials

   A minimum of 15 professional periodicals is required, together with a book collection of a professional nature.

   (v) Films

   Films (16 mm.) are held in a central pool collection in the district or area. Single-concept films (8 mm.) are provided in the individual school in sufficient quantity to supplement the curriculum.

2. Space requirements - areas quoted are minima.

Examples

   (i) Reading areas - for up to 30 per cent of students. Fifty per cent in individual carrels; 20 per cent in small groups; 30 per cent in traditional tables. 35 sq.ft. (3.25 sq.m.) per student. No more than 100 students to be accommodated in one room.

(ii) Reference area - no standard stated.

(iii) Conference rooms - 120 sq.ft. (11.1 sq.m.).

(iv) Classroom - 800 sq.ft. (74.2 sq.m.).

(v) Librarians office - 120 sq.ft. (11.1 sq.m.).

(vi) Work area - 300 sq.ft. (27.9 sq.m.).

(vii) Storage - e.g. shelving for five years back issues of periodicals.

(viii) Audio-visual

Storage - 300 sq.ft. (27.9 sq.m.)
Co-ordinator's office - 120 sq.ft. (11.1 sq.m.)
Preparation room (if separate) 300 sq.ft. (27.9 sq.m.)
(if integrated) 120 sq.ft. (11.1 sq.m.)

3. Staff requirements

Standards are based on processing of library materials being handled centrally or commercially.

	Less than 300 students	More than 300 students
Librarians:	1 room school: librarian sent from central library services 30-150 pupils part-time and sent from central services. 150-300 pupils minimum of half-time librarian	1 librarian for first 300 students 1 librarian for each additional 500 students or major fraction thereof
Clerks:	1 clerk for each 500 students or major fraction thereof.	

4. Budget requirements

Minimum expenditure for library materials by student enrolment.

	Fewer than 150 students	From 150 to 300 students	More than 500 students
A capital budget to provide initial collection	To provide a base collection of 1,000 books and other materials: $5,000	To provide a collection of 5,000 titles and other materials: $15,000 to $20,000	To provide a collection of 5,000 titles and other materials: $20,000 minimum expenditure (Multiple copies needed)

5. Annual expenditure

(i)	Books and other printed materials	$5-$8 per student
(ii)	Audio-visual materials	$2-$4 per student

The collection must be supplemented by reference service and pool collections from a district or provincial service centre.

Suggested minimum standards are given for library service for schools for 300 and 1,000 pupils, based on the recommended figures.

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Acknowledgement is made to the Canadian School Library Association Standards Committee and to the publishers, the Ryerson Press, for permission to quote extensively from this work.

UNITED KINGDOM

General guidance of a qualitative nature on standards of school library service has been given by the central government, by the department of education and science (in respect of England and Wales) in education pamphlets on The school library and The use of books (Notes 1 and 2) and by the Scottish education department in a publication School and college libraries (Note 3).

Quantitative standards are however lacking, save those prepared by the Association of Education Committees and the National Book League and commended by the Association to their local authority members (Note 4). These standards refer to the minimum amounts of money currently considered necessary for the initial book stocks for secondary school libraries and annual maintenance grants for secondary school libraries. These figures are quoted in the Appendix to this section. In the absence of any recommendations concerning desirable minimum numbers of books which should be provided, these book standards are of limited value in any comparative study. Some general guidance is also given on the needs of primary school libraries (ages 5 to 11), but no expenditure figures are proposed.

This document also notes that qualified librarians are frequently appointed in large schools and recommends that, where such appointments are not made, a member of the teaching staff should be nominated as school librarian in all but the smaller primary schools. It is proposed that the school librarian should have time allowed within his time-table for the necessary administrative work of book selection, ordering, preparation for use, stock-taking and the instruction and supervision of helpers.

The library Association is currently preparing standards for school libraries.

APPENDIX

Initial grants for new secondary school libraries

(a) The minimum grant necessary to provide the basic stock for any new secondary school of whatever classification of up to 500 pupils of 11-16 should be £2,800.

(b) The initial grant for secondary schools with more than 500 pupils of 11-16 should be increased on the following scale:

(i) Schools having between 500 and 1,000 pupils of 11-16 - an additional sum of £450 per 100 pupils (£4.10.0d. a head), i.e.

500 pupils - £2,800
600 pupils - £2,800 + £450 = £3,250

700 pupils - £2,800 + £900 = £3,700
800 pupils - £2,800 + £1,350 = £4,150
900 pupils - £2,800 + £1,800 = £4,600
1,000 pupils - £2,800 + £2,250 = £5,050

(ii) Schools having over 1,000 pupils of 11-16 an additional sum of £285 per 100 pupils (£2.17.0d. a head), i.e.

1,100 pupils - £2,800 + £2,250 + £285 = £5,335
1,200 pupils - £2,800 + £2,250 + £570 = £5,620

(c) The sum of £5.10.0d a head should be allowed for each pupil of 16 and over: i.e. an additional £550 with a sixth form of 100.

(d) Any pattern of organization which presented special problems, for example, a sixth form college or a school organized on the three-tier system, would require special arrangements in order adequately to meet its special needs.

Annual maintenance grants for secondary school libraries

While no differentiation should be made between different sorts of secondary school, the needs of pupils taking post-O level G.C.E. should be met by making extra provision for pupils of 16 and over.

The annual grant should be sufficient to cover:

(i) increase of stock
(ii) replacements
(iii) repairs and binding
(iv) some periodicals and
(v) miscellaneous and running expenses.

The amounts recommended are:

£1.2.6d. per head per annum for pupils of 11-16.
£1.14.0d. per head per annum for pupils of 16 and over; and it is recommended that a grant of not less than £200 per annum should be made in order to secure adequate library maintenance in small schools, and in order also to secure some relief for such schools from the otherwise disproportionately heavy incidence of expenditure on newspapers and periodicals which would fall on a plain per capita allowance.

It is intended that the library allowance should provide adequate reference books for staff purposes.

The allowances suggested in the foregoing paragraphs apply to schools which buy all their own library books. Where part of the library requirements is met by the library committee, the direct allowances made for schools will, of course, be appropriately reduced.

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UNITED STATES OF AMERICA

Historical

National standards of school libraries in the United States were first formulated in 1918 by the Library Committee of the Department of Secondary Education of the National Education Association. Such standards have continued to be developed by the American Library Association, regional accrediting associations(1), State Departments of Education, and professional associations of school librarians. Regional and State school library standards have changed rapidly, particularly since 1960, when the American Library Association published Standards for school library programmes (Note 1) based on experience in schools which have very good school libraries.

The Office of Education of the U.S. Department of Health Education and Welfare, published in 1960 a study of State Department of Education responsibilities and services for school libraries (Note 2). This served as a basis for a policy statement by the Council of Chief State Officers in 1961 (Note 3). This refers to the aspects of school library work for which the State Departments of Education should provide standards, recommends the American Association of School Librarians Standards as a guide for developing State standards and states certain basic principles for the development and implementation of them. A comprehensive report was issued by the Office of Education in 1964 Survey of school library standards (Note 4) analysing regional and State standards showing, inter alia, the relation of these standards to the national standards. It includes the official statements of school library standards by regional and State organizations and State Departments of Education, and discusses their characteristics and differences. (In general, national standards for media programmes are higher quantitatively than state and regional standards. Over the years, higher national standards have tended to improve State standards.)

Discussing trends in 1964, the report comments on:

1. The adoption increasingly of standards for elementary schools and the application of general school library standards to both elementary and secondary schools.

2. The practice of administering the school library as an instructional materials centre.

3. A tendency to rely more on certification of school librarians within the framework of teachers' qualifications and less on the system of basing the amount of professional education required on the varying enrolments of schools.

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(1) Regional accrediting associations set standards, inter alia, for school libraries as part of their evaluation of schools to determine whether a school can be admitted to membership.

4. The development of centralized school library services administered at the school system level and of centralized school library supervision.

5. The activity in school library standards revision and in the formulation of new standards in States which have not had them.

In 1965, the Department of Health, Education and Welfare, Office of Education, issued a publication of its Bureau of Educational Research and Development entitled Library facilities for elementary and secondary schools (Note 5). This discusses trends in education and their significance for school libraries and sets out guidelines for planning school libraries. Quantitative recommendations contained in this publication are based on those given in the American Library Association's Standards for school library programmes, 1960, and on standards for school libraries developed by State Departments of Education.

The development of school libraries in the United States has been greatly stimulated by the Elementary and Secondary Education Act 1965 which authorized the United States Office of Education to make grants for five years for the acquisition of school library materials and to the Knapp School of Libraries Demonstration project, financed by the Knapp Foundation and conducted in eight schools, each co-operating with a college of education, from which the general conclusion could be reached that wider and more effective use of the libraries resulted from better materials and more adequate staff.

Current standards

The current standards for school libraries in the United States were published in 1969 by the American Library Association and the National Education Association under the title of Standards for school media programmes (Note 6). The standards were prepared by a widely representative joint committee of the American Association of School Librarians(1) and the Department of Audio-Visual Instruction of the National Education Association, in co-operation with a large number of important professional (mainly educational) and other associations. The joint document largely replaces the 1960 Standards of school library programmes and the two documents issued by the Department of Audio-Visual Instruction of the National Education Association (Note 7), hitherto the current standards documents in this field. The new standards do not cover the specialized services and other needs of schools for handicapped children, for which standards have been recommended only for schools for the deaf (Note 8).

The two objectives stated for this new joint publication are to bring standards up-to-date and to co-ordinate standards for both school library and audio-visual purposes.

The term "media" is used to refer to both printed and audio-visual forms of communication and their accompanying technologies; other terms commonly

(1) This is both a division of the American Library Association and a Department of the National Education Association.

employed in this combined approach are "media programme", "media specialist" and "media centre".

The standards describe the service of the media programme in the school, and note the requirements for the staff needed to implement the programme. Standards are given for a unified programme, but they can be applied in schools having separate school libraries and audio-visual centres.

The standards apply to schools with 250 or more students but can serve as guidelines to certain schools with fewer than that number of students.

In setting out a number of qualitative standards, the document stresses the importance of schools having adequate library and visual aid resources, stating that "Today, educators and other citizens realize that educational programmes of vitality, work and significance to students and to society depend upon excellent media services and resources in the schools."

The media programme is described as a resource for learning and a resource for teaching, and the resources and services of the media centre are seen as a fundamental part of the educational process, enabling students and teachers to make a multi-media or inter-media approach to and use of materials, selecting from among many resources the media best suited to answer their specific need.

It is recommended that, wherever possible, separate school libraries and audio-visual departments should be combined to form a unified media programme and that new schools should start with a unified media centre and programme of services.

Staff and services

Discussing the elements of the media programme, standards are stated for professional and non-professional staff.

Professional staff

The professional staff provides teachers and students with a wide variety of services of which the following are significant examples:

Serving as instructional resource consultants and materials specialists to teachers and students;

Working with teachers in curriculum planning;

Teaching the effective use of media to members of the teaching staff;

Assisting children and young people to develop competency in listening, viewing and reading skills.

Where there are two or more professional staff members, one should be the head of the media centre. If the major preparation of the senior professional

is in the library field, the second should have a speciality in the audio-visual field and vice versa. The head of the media centre should have the status at least equal to that of head of the subject department.

There should be one full-time media specialist for every 250 students or major fraction thereof.

All media specialists responsible for instructional decision should have, as part of their professional preparation, a knowledge of certain fundamentals - which are described - in the general field of education and in areas related to media resources and services. The need for specialization in the school media field and in the professional education of media specialists is stressed and recommendations are made about this specialization, which can focus on the level of school, the subject matter or the type of media. In-service training is stressed so that media specialists can up-date and expand their professional competence. All professionals with responsibility for making instructional decisions should be certified as qualified teachers.

Supporting staff

The supporting staff of the media centre should include media technicians and media aides, the latter for largely typing and other clerical duties. Such staff make it possible for the media specialists to concentrate their time on professional work. At least one technician and one aide should be employed for each professional media specialist in schools of 2,000 or fewer students. Additional technicians and aides should be appointed to support special activities such as television, broadcasting and language laboratories. In a school with more than 2,000 students, the number of technicians and aides might be adjusted; for the number over 2,000 the ratio of supporting staff to media specialists might be less than the recommended 2:1.

Selection, accessibility and organization of material

Before recommending quantitative standards for the material resources of the centre, the document sets out a further series of qualitative standards dealing with policies and procedures governing the selection, accessibility and organization of the material. A few examples are quoted here:

Selection policies

The collection meets the requirements of the various curricular areas and provides for the diverse learning skills of individuals representing all levels and types of ability.

Selection procedures

"The co-operation of teachers and curriculum personnel in the selection of materials for the media centre is always enlisted, and their suggestions receive priority consideration ... teachers and curriculum personnel welcome and must have the services of qualified media specialists in selecting resources for teaching and learning in the school."

Accessibility of materials

In the media centre: "The media centre is open at all times of the school day, and also before and after school. In order to expand services to students and teachers and to obtain greater returns from the school's investment in materials and equipment, these hours are being extended to include evenings, Saturdays and vacation periods ... Some co-operative arrangements may be made among a group of schools to rotate evening hours of service so that one media centre at a time is open to students."

In the classrooms and other teaching areas: "Resources of the centre are made easily accessible throughout the school. Materials from the media centre are sent to classrooms and other teaching areas, not served directly by a formally organized branch, on a short or long-term work basis. The use of such sources as filmstrips and 8mm. films is important and each student should have access to materials and necessary equipment in the classroom and other teaching areas."

Organization of materials

Advice is given about the best organization and arrangement of materials. It is recommended that cataloguing and processing of material should be undertaken centrally to ensure expert service and economy of effort, and to leave professional staff in the media centre free to work directly with students and teachers.

The resources of the media centre: size and expenditure

The quantitative standards recommended as to the nature and extent of the materials to be provided are derived, it is claimed, from the principles and qualitative standards previously discussed.

Among the detailed standards recommended for schools of 250 students or over the principals are the following.

Excluded are textbook collections and dictionaries, encyclopedias, magazines and newspapers for classroom use.

Books:	At least 6,000 to 10,000 titles, representing 10,000 volumes or 20 volumes per student, whichever is greater.	
Magazines:	Elementary school (K-6)	40-50 titles
	(K-8)	50-75 titles
	Junior high school	100-125 titles
	Secondary school	125-175 titles
	All schools	In addition: necessary indexes and duplication of titles and indexes as required.

Newspapers:	Elementary school	3 - 6 titles
	Junior high school	6 - 10 titles
	Secondary school	6 - 10 titles
	All schools	One local, one State and one national newspaper

Pamphlets, clippings and miscellaneous material

As appropriate for the curriculum and for other students' interests.

Filmstrips: 500 to 1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater (the number of titles to be increased in larger collections).

8 mm films: Single concept - 1 1/2 films per student with at least 500 titles supplemented by duplicates.
Regular length - no precise standard; abundant number recommended.

16 mm films: Number acquired would depend on various factors. Recommendation: access to a minimum of 3,000 titles, supplemented by duplicates and rentals.

Tape and disc recordings:

1,000 to 2,000 titles representing 3,000 records or tapes or 6 per student, whichever is greater (the number of titles to be increased in larger collections).

Slides: 2,000 (including all sizes of slides).

Graphic materials (e.g. art prints; reproductions)

1,000 with duplicates as needed.

Transparencies: 2,000 plus a selection of subject matter masters.

Standards are also recommended for material for the use of administrative and teaching staff. A school of 250 or more students should provide.

Books: 200-1,000 titles.

Magazines: 40-50 professional titles, with duplicates, also education index.

Advice is given as to the types of material to be included in the professional collection.

Expenditure

Discussing the desirable level of expenditure on the maintenance of an up-to-date collection of materials in the media centre, it is recommended that not less than 6 per cent of the national average operational cost per pupil should be spent per year per student (1968-1969 est. national average per pupil expenditure was $680; 6 per cent is approximately $41). Normally, half the expenditure should be on printed materials and half on audio-visual materials. The amount would be used to purchase basic material for both the individual school and system media centre, and does not include the cost of general text-books, reference material housed permanently in classrooms, closed circuit or subscription television, electronic learning centres and other specified items.

Where there are separate school libraries and audio-visual programmes, each should have its share of the funds, ordinarily not less than 3 per cent of the per pupil cost.

Premises and equipment

Standards are stated in general terms dealing with:

Environment functional design, inviting "appearance"; good lighting; sound proofing.

Location and space in quiet area; easily accessible to students and teachers; accessible without opening the entire school for extended hours of service; variations in the design and arrangement of media centres.

Detailed specifications are given for space required for different rooms or purposes. The figures are based on an enrolment of 1,000 students or less, and should be increased proportionately in larger schools. They should also be increased if there is more than one media centre or a media centre with resource or satellite centres. Examples of significant standards are:

Areas for reading and browsing;
Areas for individual viewing and listening: space based on 15 per cent of student enrolment at 40 sq.ft. (3.7 sq. metres) per student. Minimum space for 50 students. No more than 100 students should be seated in one area.
Areas for individual study and learning;
Areas for story telling (elementary schools);
Areas for information services;
The instructional programme in some schools may require that 1/3 to 3/4 of the student population be accommodated in the media centres. 30-40 per cent of seating capacity should be for individual study areas, including carrels.
Conference rooms: 3-6 rooms with 150 sq.ft. (14 sq. metres) each. Moveable walls to allow for combining areas.
Small group viewing and listening: 200 sq.ft. (18.6 sq.metres) in addition to space for conference rooms.

Group projects and instruction in research: 900 to 1,000 sq.ft. (84 to 93 sq.metres). Flexible space, equivalent to a classroom equipped for instructional purposes.
Media production laboratory: 800 to 1,000 sq.ft. (74 to 93 sq. metres).
Centre for professional materials for teaching staff: 600 to 800 sq.ft. (56 to 74 sq. metres).
Designed as a teachers' conference room: adjacent to media production laboratory.

Optional spaces include television and radio studios and computerized learning laboratories.

Standards for all kinds of equipment, largely audio-visual, are described.

Supplementary services

Standards are also indicated in descriptive terms, showing how the media centres in individual schools depend on and should be supplemented by school systems media centres (serving one or more school systems), regional and state media centres.

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Note (8) Standards for library - media centres in schools for the deaf - A handbook for the development of library - media programs. Washington D.C., Captioned films for the deaf, United States Office of Information, 1967. Sponsored by The American Instructors of the Deaf.

CHAPTER IV - UNIVERSITY LIBRARIES

Following the definitions proposed by Unesco for the international standardization of statistics, under this heading are considered the desirable standards of service in (i) university libraries proper and (ii) libraries of institutions not forming part of a university. This group covers a very wide range of libraries and this must be constantly borne in mind when considering the question of standards. In the first category, the nature and extent of the collections and other facilities vary from the universities with a very high, and sometimes almost exclusive, load of post-graduate (particularly doctoral) work and other research work to the universities whose rôle is mainly that of preparing students for first degrees. From the top to the bottom of the scale the differences in the collections of materials, staffing and other requirements are enormous. In the second category, the range is also as wide, from unique institutions of national standing, such as the French Hautes Ecoles and Polytechniques, through the various levels of technical colleges - and those specializing in subjects such as art and music - and includes colleges solely concerned with preparing students to become teachers.

Much has been said and written in recent years about the organization of libraries in these institutions because all over the world this is one of the most rapidly expanding and nationally significant sections of every country's educational system. The need for the creation of adequate libraries in these institutions has become obvious to all, and not only to librarians. Governments almost everywhere now accept that, as stated in the working papers for the Colombo Conference in 1967 on National Planning of Library Services in Asia "Bibliographic information is a source of national wealth" and that the development of these institutions - and with it the development of their libraries - must be an important part of their current economic policies, designed to maintain and to improve the standard of living of their peoples.

The lack of homogeneity in this group of libraries and the many technical difficulties involved has no doubt discouraged the setting out of formal statements of desirable standards of service in many countries, though there are signs of greater activity in this direction. Such documents are not plentiful but those which exist - or can be readily traced - give those who are disposed to prepare standards for their own country or regions guidance as to how to proceed.

A - UNIVERSITY LIBRARIES PROPER

Documents which are directly concerned with library standards in universities include the following:

U.S.A. American Library Association. Standards for college libraries (Note 1).

Canada — Canadian Association of College and University Libraries. Guide to Canadian university library standards (Note 2)

India — University Grants Commission. Report of the Library Committee University and college libraries (Note 3)

There are also what amounts to statements of standards, particularly of a qualitative nature, in a number of high level reports on universities and research generally by advisory councils or specially appointed commissions or committees in several countries or by similar bodies (sometimes advisory to the University Grants Committees) concerned solely with libraries, or in evidence given to such bodies.

Examples of such reports or evidence are:

Canada — Forecast of the cost of academic library services in Canada - 1965-1975. A brief to the Bladen Commission on the Financing of Higher Education, prepared by the Canadian Association of College and University Libraries. (Note 4)

U.K. — University Grants Committee. Report of the Committee on Libraries, (Note 5), and evidence given to it by Library Association and Standing Conference on National and University Libraries (Notes 6 and 7).

Federal Republic of Germany — Wissenschaftsrat (Council for Arts and Science). Emfehlungen des Wissenschaftsrates zum Ausbau der wissenschaftlichen Einrichtungen, Teil II. (Note 8)

The standards of service recommended in these documents and statements which can reasonably be regarded as standards appearing there are described or discussed in what follows.

American Library Association: standards for college libraries (Note 1)

This succinct document (but six pages) prepared by the Association of College and Research Libraries, gives standards to help evaluate libraries in American colleges and universities which emphasize four-year undergraduate courses and may or may not have graduate courses leading to a Master's degree. The standards are not applicable to junior colleges nor to libraries of academic institutions stressing advanced research.

1. Functions of the college library

This statement is best quoted in full.

"The college library should be the most important intellectual resource of the academic community. Its services, given by a competent staff of adequate size, should be geared to implement the purposes of the college's general programme and to meet the specific educational objectives of the institution. Its

collections should aim at presenting the heritage of Western and Eastern thought in all its richness, but should stress those particular areas which are central to the curriculum of the institution. No artificial barriers should separate the library from the classroom or the library staff from the teaching faculty. Beyond supporting the instructional programme to the fullest extent, the library should endeavour to meet the legitimate demands of all its patrons, from the senior professor engaged in advanced research to the freshman just entering upon the threshold of higher learning, to stimulate and encourage the student to develop the lifelong habit of good reading, and to play its proper rôle in the community and in the wider realm of scholarship beyond the campus.

The standards laid down in this document must always be interpreted in the light of the aims and needs of the institution of which the library is a part."

2. Structure and government

If there is a committee on the library, its duties and authority should be clearly defined. It should be concerned with general policy only, and the relationship of the librarian - who should be responsible for administrative and executive matters - should be stated. The librarian should be directly responsible to the president - the head of the university or college - and should rank with other chief administrative officers should work in particularly close relationship with the head of the academic programme and should be a member of the college planning group for the curriculum and of any other committee whose activities will vitally affect the future of library service.

As a rule there should be a library faculty committee, acting in an advisory capacity, to interpret the problems and policy of the library to the academic staff, and make suggestions for the improvement of library service. The librarian should be a regular member of the committee and may serve as its chairman.

Where possible, a student committee on the library should be established.

The librarian should plan and administer the library budget. All materials purchased from library funds or otherwise acquired should be part of the library and under the control of the librarian.

The organization of the library should be logical and suitable. Lines of authority should be clearly drawn. The librarian should seek advice of members of his staff on important matters of policy and procedure. Channels of communication within the staff should be well defined.

3. The budget

The library budget should be determined in relation to the total budget of the institution for educational and general purposes. The programme of library service outlined in the standards will normally require a minimum of 5 per cent of the total educational and general budget.

The percentage must be higher if there is rapid expansion in student population or courses, or if the institution offers a wide range of studies at the Master's level or programmes of individual study.

Experience shows that a good college library usually spends twice as much (or more) for salaries as for books.

4. Staff

The library should be operated by a broadly educated and highly qualified staff of professional librarians, under the direction of a chief librarian. The professional librarian is defined as one holding a graduate library degree.

Three professional librarians constitute the minimum for effective service - the chief librarian and librarians responsible for reader services and technical processes. As well as student enrolment, other factors determine the number of librarians needed, such as the type of organization within the library, the size and character of the collections, the teaching methods, hours of opening and arrangement of the building. At least one professional librarian should be on duty at all times when the library is open.

There should be an adequate non-professional staff. The ratio of professional to non-professional staff will vary according to the needs of institutions. Student assistants may be employed for certain tasks. As the size of the library increases, the ratio of non-professional to the professional staff should be larger. While it may be impossible to have uniform standards for library staffs, attention is drawn to formulas in certain States (New York and California).

Professional librarians should have faculty status, with the salary and other benefits enjoyed by the teaching staff. They should undertake graduate work in suitable areas to improve their effectiveness and opportunity should be given for engaging in such studies. Library staff should take an active part in the instructional programme of the institution. This should include formal and informal instruction in the use of the library. They should advise faculty members on bibliographical matters, work on committees, prepare reading lists and reports on library facilities and services. They may also teach a course in a subject area.

Members of the library staff must be chosen with great care. The chief librarian must have skill in organization and his thinking and planning must be that of a teacher and scholar.

5. Library collections

Books and periodicals

The collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilm, microcards, microprint, and other materials must be constituted and organized to give effective strength and support to the educational programme of the institution. It should meet the full curricular needs of undergraduate students and be easily accessible to them. It should provide for the demands of graduate students in each field in which the institution offers a Master's degree. It should provide material for use by members of the faculty to keep them abreast of the latest advances in modern scholarship and assist them in their professional growth. If special programmes of independent study are carried on, provision must be made for them.

In addition to the materials related directly or indirectly to the curriculum, the collection should contain the standard works which represent the heritage of civilization. These should be supplemented by current books which will arouse the intellectual curiosity of students and satisfy their recreational reading needs.

There should be a strong and up-to-date reference collection of the most authoritative reference works and bibliographies in all major fields of knowledge, not restricted to the needs of the curriculum nor to publications in the English language.

Periodicals should be chosen to meet the needs of students for course reading, to provide for some of the research needs of advanced students and teaching staff, to keep the latter informed of developments in their fields and to afford thought-provoking general and recreational reading. Newspapers provided should cover national, regional and local levels and include leading papers from abroad. Various political points of view should be represented.

The right of the librarian to select materials representing all sides of controversial issues must be safeguarded.

Quality should not be sacrificed to unnecessary duplication of titles, but works of lasting or contemporary importance should be available in sufficient numbers.

Obsolete materials and worn out volumes should be continously weeded with the advice of the teaching staff. A gifts policy should be defined and gifts should normally be integrated with the regular collections.

If funds are allocated to departments, a substantial portion should be reserved for direct assignment by the librarian. This should be large enough for the purchase of reference works, general publications, expensive sets, books for recreational reading and works which cross departmental lines, as well as for correcting weaknesses in the library's collection.

Library holdings should be checked frequently against standard bibliographies, both general and subject. A high percentage of listed titles which are relevant to the work of the individual institution, should be included in the library collections.

The size of the library collections is largely determined by:

(1) the extent and nature of the curriculum;

(2) the number and character of graduate programmes;

(3) the methods of instruction;

(4) the size of the undergraduate and graduate student body, both full-time and extension, and

(5) the need of the faculty for more advanced materials which cannot be met conveniently by the use of research libraries in the area.

Analysis of small college library statistics suggests that no library can be expected to give effective support to the instructional programme if it contains fewer than 50,000 carefully chosen volumes. A steady growth is essential but the rate of growth may slow down when the number of volumes reaches approximately 300,000. A convenient measure, which may serve as a guide is: as a minimum up to 600 students, 50,000 volumes; for every additional 200 students, 10,000 volumes: part-time and extension students should be equated into full-time students for this purpose; stronger institutions will demand considerably larger and richer collections.

The library's collection should be fully organized for use. The main catalogue of the library should serve as a union catalogue for all collections of the library whether housed in the main building or in college departments. Advice is given as to cataloguing and classification.

Audio-visual materials

These, including films, filmstrips, recordings and tapes, are an integral part of modern instruction and every college library must concern itself with them. The library should take the initiative in providing them, if there is no other responsible agency. If the library handles this material, it should have special budgetary provisions and extra staff. The programme must be both financially and operationally part of the whole of the library's function. It cannot succeed without adequate facilities for the use of equipment and materials.

The same high standard is required for the selection of films and recordings as for books.

(6) Building

Successful library service requires an adequate building, centrally located and functionally designed. The type of building will depend on the character and aims of the institution (e.g. residential or day students) but it should always meet the general demands of efficient operation. New building plans should include provision for future expansion.

The size of the building will depend on the type and size of institution, the instructional methods, the character of the collections and the number of volumes.

The seating capacity should be based on anticipated growth over a twenty year period. Accommodation for at least one-third of the student body will be essential. The changing concept of the rôle of the library in the academic community may lead to an upward revision of this figure.

Provision should be made for expansion of reading areas, and book space must be sufficient for the foreseeable future. Shelf space should be planned

so that it allows for at least doubling of the collection. Adequate housing is required for materials other than books.

Well-planned areas are required for all services provided - e.g. circulation and reference, display, rooms for listening to recordings.

Adequate quarters are required for the technical processes of the library. Staff work rooms should comprise at least 125 sq.ft. (11.6 sq.m.) of floor space per person. Persons holding administrative positions should have adequate private office space. A staff lounge with kitchen facilities is desirable.

There should be proper conditions for heat, light and air. These and decoration should be planned so that students and teaching staff are encouraged to study in a comfortable atmosphere. The proper control of humidity and heat should also be provided for books and material, especially the rare and valuable.

College libraries should be equipped with well-designed library furniture. A variety of types of seating should be available including tables, carrels, individual desks, and comfortable lounge chairs away from tables. The table space of 3 x 2 feet (.9 x .6 metre) per reader is recommended for general library use.

(7) The quality of the service and its evaluation

Advice is given how to evaluate the quality of the service given. Ways suggested include the continuous evaluation of the statistical records of the circulation department, surveys of what students are reading at a given time, studies of books not supplied, reference questions not answered, and the character of inter-library loans. Such methods should be used with caution. Much depends on the teaching methods employed; therefore the teaching staff should be kept informed of new publications, and new acquisitions, and the librarian should work closely with them, as they plan new courses. The effectiveness of the instruction given by the staff in the use of the library will be seen from the way the students avail themselves of the library's resources.

(8) Inter-library co-operation

The librarian must consider the important benefits to be derived from pooling the resources of his library with those of other libraries in the same community, region, state and nation. In particular the college library should co-operation with other college, university, school and public library agencies in the community and neighbouring area for reference service to readers beyond the campus. The librarian should also investigate the possibility of co-operation with other libraries in the area, e.g. for the planned purchase of materials to avoid unnecessary duplication. But he should not seek to borrow from other libraries materials which are basic to the college programme.

The document just described forms a very good frame of reference within which to consider the rest of the material written about standards of service in university libraries and other institutions of higher education. In most,

if not all, the documents, where the qualitative matters are mentioned, such as the rôle and specific functions of the library and the manner in which these should be carried out, very similar if not identical points are made in varying degrees of detail. Indeed, as mentioned earlier, in connexion with public library standards, this is to be expected since much of it is good current library practice which applies equally to all types of library. Furthermore, the influence of one set of standards on another can be clearly seen.

The following comments are made on the other items mentioned earlier in this section.

Canada - Guide to Canadian university library standards (Note 2)

In 1961, the Canadian Library Association set up a committee to work on university library standards and college library standards and the functions of this committee were transferred in 1963 to a newly formed Canadian Association of College and University Libraries. Survey teams working for the committee visited universities and colleges and a report was issued in 1964.

The committee decided to limit its investigations to those institutions defined as universities by the Canadian Universities Foundation, i.e. "an institution of post-secondary education, training and research, which award first and advanced degrees in two or more faculties", with the added requirement that they should have enrolments of over 1,000. In cases where standards may vary according to size of institution, the following sub-divisions have been used:

Group I	Enrolment of over 5,000
Group II	Enrolment of between 1,500 and 5,000
Group III	Enrolment of less than 1,500 (but not less than 1,000)

In all its general statements on objectives, the rôle and particular duties of the librarian and his relationship with the library committee, the general principles of library administration (headings: General, Circulation work, Reference work, Library orientation and instruction. The rôle of the library in the community), communications, public services (headings: Planning, Organizing, Co-ordinating, Controlling, Staffing, Evaluating, Report and Budgeting), etc., the report bears a close resemblance to the United States standards just described, but is written in much greater detail. It discusses the organization of different forms of departmental libraries and lays down a number of standards in general terms for these. It stresses the importance of the collection of library statistics in the evaluation of the work of the library and deals with this subject in considerable detail. Some advice is given on the planning of new library buildings.

Other standards, where quantitative measurements predominate, which the committee recommended include the following:

Library staff

The committee considered the key to the situation to be the number of professional library staff. The supporting non-professional staff should be added in proportions varying according to the library department.

Professional librarians related to enrolment

A minimum ratio of one professional to 300 students is recommended. (Actual position report: 1963-1964 Group I: 525; Group II: 225; Group III: 315)

Professional librarians related to non-professional staff

Professional librarians should be at least 31% of the whole staff. (Actual position report: 1963-1964 Group I: 29; Group II: 29; Group III:35)

Recommendations are made as to the proportions in different departments:

Administration 1 : 1; Reference 2 : 1; Departments giving both reference and circulation service 1 : 2; Circulation, may be administered without professional staff; Cataloguing 1 : 2; Book orders 1 : 3.

Minimum professional staff

The smallest libraries in Group III (1,500 - 1,000 enrolments) should have not fewer than 5 professional staff as follows:

Chief librarian 1; Public services - reference and circulation 2; Technical services : Processing departments 2.

Span of management

A chief librarian cannot effectively supervise more than 3 - 6 immediate subordinates. Therefore, in a large library system, he might delegate to assistant librarians with staff functions.

Within the library departments there should be at least one supervisor - who can be non-professional - to each ten persons. Each service point with a group of staff should have a supervisor. When the departments become very large (i.e. 25 - 30 and over) it may be efficient to create two departments.

Financial standards of support

The report lists the significant factors to be taken into account in assessing the financial support needed, viz: size and quality of book stocks, size of total student enrolment, extent and growth of graduate studies, rate of growth of the institution, amount of faculty research, extension projects and introduction of new courses. Of these the factor which most affects the budget from year to year is the student enrolment.

Two bases for stating and comparing financial support are given: student per capita and library budget expressed as a percentage of university expenditure. The standard of financial support proposed by the committee was based on the expenditure of the third quarter of each university group for the preceding financial year.

The "top averages"(1) for Group I based on 1963-1964 figures were:

Full-time student per capita cost:	$154.32
percentage of institutional expenditure:	5.63

In the 1967 edition of the report additional tables are added, based on official statistics up to 1965-1966 giving, inter alia, "Top averages" and averages for all institutions. Those in respect of the per capita expenditure and percentage of institutional expenditure show the later position to have been:

	Per capita $		Percentage of institutional expenditure	
	"top average"	average	"top average"	average
Group I	177	152	6.5	5.9
Group II	212	163	10.5	8.7

Averages are given for different parts of the library budget by groups of universities. Capital equipment is excluded. Any wide divergence would be justified only by an improved library service.

	Salaries	Books & periodicals	Binding	Other
	%	%	%	%
Group I	56	34	3	7
Group II	50	42	3	5
Group III	46	43	4	7

Advice is given on the expenditure of the book budget as to:

The basis of any allotments to teaching departments. A substantial fund, approximately 50% for assignment by the librarian for special and general purposes (e.g. for gaps in the collection, reference works, expensive sets, works which cross subject lines, replacements and duplicates".

The periodical budget should be a separate fund. The amount to be added annually will vary with the size of the institution but should not be less than $6,500 (1964 values).

The library collections

Book collections

The size of the book stock is an important indication of its value to staff and students but not the final criterion. A minimum total size is proposed,

(1) "Top average" is the mean of the upper half of the scores.

beyond which the standard is based on the number of books per student.

(a) Minimum - 100,000 volumes. This to be increased by 200 volumes per graduate student until the total is overtaken by the standard in (b).

(b) 75 volumes per full-time student.

Actual number of volumes per full-time student, averaged over three years are given as follows:

Group I 61; Group II 67; Group III 83; Average of totals 70.

The standard of 75 volumes per student was the approximate average of the three groups in 1963.

Advice is given on book selection.

Periodicals

A table, based on combined figures of U.S. and Canadian universities (excluding those with a total enrolment over 20,000 or with 50% of the student population in graduate studies) is given as a guide to the average size of university periodical collections. This is a sliding scale from 1,000 titles for total student population of 1,000 to 7,250 titles for 13,000 students, with a median of 4,100 for 7,000 students.

Technical processes

A number of time and output standards in book ordering and cataloguing work are given.

Library planning - buildings

Some accepted standards related to the general points discussed are quoted:

25 sq.ft./2.3 sq.m. per undergraduate reader (reading table accommodation)
35 sq.ft./3.3 sq.m. per graduate reader) (accommodation in individual
) (carrels
75 sq.ft./7.0 sq.m. per faculty reader) (or studies)

It is suggested that 25% - 40% of total student enrolment should be taken as the number of seats to be provided for students. The maximum number should be requested within the limits set by finance and the site. A new and small institution would normally use the higher figure. Study halls in the library or other buildings, and study space in university residences would reduce the percentage requested. As the total number of seats on the campus rises, a trend towards the lower percentage will be justified.

Using the space formula for reader accommodation as constant, allow 10 volumes per square foot for open-access stacks with some interspersed reader accommodation and a spacing between ranges up to 5 feet (on centres). Allow

12.5 volumes per square foot for stacks planned as book storage areas with narrow aisles, spacing between ranges down to 4'2" (on centres).

Office areas - allow 100 sq.ft. (9.3 sq.m.) per staff member in general office accommodation; 125 sq.ft. (11.6 sq.m.) in processing departments; 150 sq.ft. (14 sq.m.) per senior staff member in a private office. These areas are minima; extra space must be allowed for special mechanical equipment.

In their Brief to the Bladen Commission on the Financing of Higher Education (Note 4), submitted in 1964, proposals made by the Canadian Association of College and University Libraries included:

(a) 10 per cent of institutional operating budgets as a minimum for the operation and development of established libraries and "considerably more" for the libraries of new institutions.

(b) An initial book fund of $500,000 for books and a related amount for salaries during the first four years of library operation in a new institution.

(c) Special book funds to strengthen library holdings when specialists are appointed in new fields.

(d) An average annual total of $50 million for the operating costs of Canadian Academic libraries during the next decade.

(e) The cost of library service to a graduate student should be reckoned at eight times the cost of service to an undergraduate.

Another Canadian document, Report to the Committee on University Affairs and the Committee of Presidents of Provincially-assisted Universities of the Commission to Study the Development of Graduate Programmes in Ontario Universities. 1966 (Note 9), known as the Spinks Report, referred to a problem of considerable importance in the standards field when it pointed to the impractability of satisfying the needs of a large number of multi-purpose universities from comprehensive research libraries. This report has led to the establishment of a co-operative scheme - the Ontario Provincial University Library System - based on the library of the University of Toronto.

At this point reference should be also made to an alternative approach to establishing quantitative standards for university libraries attempted by Clapp and Jordan of the Council on Library Resources, which has influenced later thinking on this subject. They consider that the standards for college libraries and the standards for junior college libraries proposed by the American Library Association inadequate for estimating the sizes in volumes required for minimum adequacy by libraries of institutions of higher education of widely differing characteristics and they have developed new formulas for this purpose. These formulas attempt to identify the principal factors affecting academic needs for books and ascribe suitable weights to each factor (Note 10).

Not all factors identified could be easily and meaningfully measured and formulas were created starting with the basic collection for an undergraduate library and adding additional items on a recommended scale, for each faculty

member and student. The additions for students vary enormously from a modest allowance for an undergraduate on a non-honours course to a very high additional allowance for a field of graduate concentration - doctoral work or equivalent.

These proposals are of particular significance when considering the question of desirable standards of service in university libraries which undertake a high proportion of advanced work.

United Kingdom: university grants committee - report of the committee on libraries 1967 (Note 5)

This committee (the Parry Committee) was appointed in 1963 "To consider the most effective and economical arrangements for meeting the needs of the universities ... for books and periodicals, taking into account expanding staff and student populations, the possible needs of other users, the growth of research, the rising cost of books and periodicals and the increasing cost of library accommodation; to assess how far greater use might with advantage be made of shared facilities, both between the institutions themselves and between them, outside library systems and other institutions, and of modern methods of reproduction."

The report makes many comparisons between British universities and those of other countries. Comparing them with the United States, it says that in that country, excluding the very large collections of Harvard (8 million volumes) and Yale (6 million volumes), there are 23 university libraries with over a million volumes. In the United Kingdom, excluding the Bodleian Library at Oxford and Cambridge University Libraries - which are deposit libraries under the Copyright Act, the biggest university library has about 800,000 bound volumes and the smallest about 160,000, the average (excluding the universities recently created) for all university libraries being about 350,000 volumes.

The report does not set out primarily to write standards. It, however, traverses much of the ground covered by the traditional treatment of the subject, such as the functions of the library, co-operation between libraries, the nature of the collections, the acquisition of library material, accommodation - which includes discussion of sub-libraries, departmental and institute libraries, library services, including guidance on the use of the university library, library techniques, and finance.

Central to this report is also the discussion of the interdependence of libraries and the need to consider the position of the university libraries in relation to the national library (or libraries) and to a positive national library policy, which the committee urges. This point need not concern us unduly here, save that it emphasizes, among the most important standards in connexion with university library provision, the relations of the university libraries with each other, with the national libraries, and with any other libraries which can be of assistance to them. Conversely it stresses the help which university libraries can give to other libraries. Also discussed was the question of the co-operative acquisition of foreign material.

So far as the basic standards of service are concerned, the committee received a great deal of evidence on this from appropriate bodies, some of which it published in appendices to the report. Particularly notable was the evidence of SCONUL, the Standing Conference on National and University Libraries, which included recommended annual budgets for a number of selected subjects commonly taught, a model budget for books, journals, etc. in an established library of 500,000 volumes for a university of 3,000 undergraduates, 1,000 research students and 500 teaching staff. Advice was also offered to the Committee on other matters, such as staffing and equipment.

The committee, while stating that as the circumstances of institutions vary greatly and it might be misleading to propose a single standard measurement, agreed with SCONUL that the following criteria were among those which are important in determining the level of recurrent expenditure:

(a) the number of subjects and branches of subjects in which teaching and research are carried on in the university;

(b) the depth of research in each subject and the range of interests among the teaching staff - this is particularly applicable in disciplines where research is carried on by individuals rather than by teams, or where there is a departmental research programme;

(c) the extent to which the topography of the university necessitates the establishment of outlying subject libraries, which usually involve duplication; and

(d) special responsibilities, e.g. the existence of substantial special collections, collections of archives and manuscripts, and local responsibilities, for example to hospital authorities, agricultural research and to colleges of education.

Discussing SCONUL's estimates, the committee says: "These seem to us to be realistic estimates, if facilities are to be provided here which are comparable to those which exist in other developed countries. A university of the size described might have a total annual budget of about £3,350,000. Annual library expenditure on the SCONUL model would represent approximately 6 per cent of the total university expenditure.

This, though a marked increase on the present average expenditure of 3.8 per cent is not a large proportion in relation to the significance of the library within the university. ... We submit these figures ... as an indication of the change in their scale of values which universities must accept if their libraries are to be adequately provided for."

Federal Republic of Germany

Empfehlungen des Wissenschaftsrates zum ausbau der wissenschaftlichen enrichtungen, Teil II. Wissenschaftliche bibliotheken. 1964
(Recommendations of the Council for Arts and Science: Part II, Learned and Scientific Libraries) (Note 8)

The first report of this body, set up jointly by the Federal Government and the Länder in 1957, to formulate an overall plan for the promotion of scholarship and research in the Federal Republic of Germany and to indicate relative priorities, was published in 1960, and was concerned with the development of the universities and technical high schools. The second report does for academic libraries what the first did for universities. This, like the British Parry Report, previously referred to, was not primarily concerned with standards, but in much of what it recommended for the future organization of university and other academic libraries, standards were in fact being laid down. Much of the report is conditioned by the need to adjust its technical recommendations to the existence, alongside the main university library, of strong independent departmental reference libraries normally open only to persons working in the department. While recommending ways of overcoming the disadvantages of this system by co-operation and a more rational relationship between the book funds of the two sets of libraries, the council proposed that the dichotomous system should be retained at least for the older and well-established universities.

The committee which produced the report was convinced that major changes were necessary to enable existing libraries to meet demands upon them by undergraduates and research workers, and recommended a rationalization of library administration. Special mention was made of the desirability of establishing adequate information desks throughout the public rooms of the library, the overhaul of accessions procedures to enable new books to reach readers with a minimum of delay, the extension of evening hours of opening with service from the book stacks during such hours, and the speeding up generally of the issue of books from the book stacks. (German academic libraries are shelved in closed access book stacks from which there may be deliveries only once or twice a day: open access is however provided in the new city and university library at Frankfurt am Main.)

The report emphasizes the need for increased co-operation between libraries and documentation centres and recommends improvements in existing arrangements and the provision of more central specialized libraries by developing existing libraries into specialized subject libraries in fields in which they are already pre-eminent. The following principles are laid down for the inter-library lending system - which in Germany is confined to academic libraries:

(a) The aim of inter-library lending is to serve research and professional scientific work.

(b) Requests must be met in the quickest possible way, even if this means going outside the usual channels.

(c) Books costing less than 10 DM and still in print should be bought by the library concerned and not asked for as inter-library loans. Requests for books in a library in the region but out on loan should not be passed on.

(d) Photographic or **xerox** copies should be supplied of articles in periodicals, etc., rather than lending the original volume.

Standards of a quantitative nature contained in the report include the following.

Textbooks

Students rely increasingly on libraries for their textbooks, including those which are prescribed reading. A textbook collection should be set up in every main university library, assembled in consultation with the academic departments, and there should be sufficient copies of all textbooks in the main library and departmental libraries. Further copies should be provided in the reference collection. Funds of the order of 20 DM per student are required for the purchase of the initial collection and of 4 DM per student annually for maintenance.

Scope and funds for development of new university libraries

New university libr**aries** must have a comprehensive stock of literature available from the outset. Building up a library is one of the first tasks to be undertaken when a new university is planned, and the library must be ready for use before teaching and research begin.

The holdings of periodicals must be built up quickly and systematically. A new library should have 5,000 titles, with sets of back volumes. It must also have the major reference works, source materials, and basic textbooks.

Experience in the new universities at Mainz, Berlin and Saarbrücken shows that a stock of 300,000 volumes is necessary before the point is reached when not more than 25 per cent of readers' needs have to be met from outside. A new library can really stand on its own feet only when it contains 600,000 volumes. The basic stock of 300,000 volumes costs about 20m. DM.

The needs of technical university libraries must be measured by different standards from those applicable to university libraries. Scientific and technical literature becomes obsolete more quickly and sets of back volumes of periodicals need not be bought on such a large scale. For a technical university library a basic stock of 100,000 volumes is required at the outset, but since scientific and technical literature is more costly it will cost 8m. DM.

Funds for book purchases and binding

The calculation of the funds necessary for book purchases depends upon the number of periodicals taken. The expenditure on periodicals represents a fairly constant proportion of the book fund, and experience both in Germany and abroad has shown that the expenditure on continuations and series works out at 50 per cent

of that on periodicals, and that the expenditure on books works out at 75 per cent of that on periodicals.

Periodicals

Book production has increased by five to six per cent annually since 1957. The total number of periodicals required by a university library increases by five per cent annually, and the increase in the number of German and foreign periodicals required will be 40 per cent in technical university libraries over a period of eight years, and 35 per cent in general university libraries. Prices rise by four to five per cent annually, so that there must be an annual increase of ten per cent in the book fund to allow for this necessary expansion of resources and to cover the increased costs.

Continuations and series

The allocation for continuations and series should be half that for periodicals.

Monographs

The relation between standing commitments in respect of periodicals, continuations and series, on the one hand, and the uncommitted funds available for the purchase of books on the other, is estimated at 7:4 in university libraries and 8:4 in technical university libraries.

Second-hand books

The need for funds for the purchase of second-hand books depends on how well the library was built up at the time when these books were current. University libraries must be in a position to buy important collections as such.

Binding

This will amount to about 25 per cent of the book fund.

Textbooks

A sum equal to 4 DM. per student should be spent annually on the collection of textbooks.

Expansion and increases in prices

The funds available to the library must keep pace with increases in book production and in book prices.

There must be funds available for the filling of gaps in the library's resources and for the improvement of its bibliographical apparatus to increase its efficiency.

(The author is indebted to Mr. Kenneth Garside, Librarian of King's College, University of London, for a summary of the more important recommendations and other points of significance for university libraries contained in this report.)

India - University Grants Commission, report of the library committee "University and college libraries" 1965 (Note 3)

This committee was appointed in 1957, under the chairmanship of Dr. S.R. Ranganathan, to advise the University Grants Commission about development of libraries and their organization. The committee organized a seminar on "From publisher to reader: work-flow in a university library" in 1958 in preparation for which considerable data was collected from universities, and the document containing the report also contains the proceedings of the seminar.

This report discusses many peculiarly Indian problems, in which historical and local circumstances inevitably play a considerable part. For example, in discussing library personnel, it is stated that, as many of the universities had been for a long time examining bodies without any teaching or research function, they had no libraries organized for service, even though they had acquired book collections of their own. These collections were left in charge of manual and clerical staff merely to keep them clean and listed. New universities with teaching functions were established for about fifty years and their custom was to put an Honorary Librarian - usually a professor - over the clerical and manual staff. The first time a university had appointed a full-time professional librarian, with proper status and responsibility, was about 40 years earlier. But this had only happened in about three of the older universities and four of the later ones. Most of the other universities were still under the pressure of the old tradition. Some universities still regarded the library as a section of general administration to be administered by the registrar of the university.

In discussing the current problems of Indian universities and making recommendations, many qualitative standards are discussed in this report, which are clearly derived from common principles of good librarianship. The following notes give a number of examples.

Finance

The annual finance essential for a university library can be determined by a functional approach which takes into account the number of faculties and the number and the nature of the departments of study and research in the library. A more realistic and equitable approach to the quantum of the annual finance necessary for a university library is based on the "per capita approach". The report says that, in the pre-war period, world practice showed that the annual appropriation for the book fund of a university library corresponded to 15 Rupees per student and 200 Rupees per teacher or research fellow, and that the annual expenditure of all other kinds, including the cost of the administrative staff and reference staff for service, was roughly equal to the expenditure on books, periodicals and other reading material.

The committee recommended that subject to local variation, the capacity of the university to spend and the amount at the disposal of the University Grants Commission for grant for reading and similar materials, Rs. 15 per capita on the basis of students registered in the university and Rs. 200 per teacher be given as grant to a university library for the time being and that the figures should be revised periodically in the light of changes in the cost of books and periodicals. In the case of a university not more than five years old, an additional grant of up to Rs. 300,000 was recommended to build up the initial stock; this sum should be spent within three years.

Allocation of book funds; co-ordination of book selection; local co-ordination: regional co-ordination

Book funds should be equitably allocated to all disciplines. To avoid unnecessary duplication of periodicals and reference books, each university and college will need to formulate its own policy, in respect of which certain general principles are indicated, e.g. in connexion with retention in departments. Advice is given regarding duplication of advanced works and textbooks.

To obtain the benefit of the maximum number of learned periodicals, and reference books for the research workers, it is desirable to practice co-ordination on the basis of the whole locality or region. For some costly and occasionally used periodicals, the co-ordination may need to cover the whole country.

Inter-library loan

To make the most effective use of total book-fund of the several universities and colleges, the University Grants Committee should promote:

1. Local, regional and national co-ordination of book selection, subscription to learned periodicals, and acquisition of back volumes of periodicals, among the several libraries.

2. Co-operation in the fullest use of the holdings in the several libraries through a scheme of inter-library loan; and

3. production and continued maintenance of a union catalogue of learned periodicals, select treatises in foreign languages other than English and rare books of research value, in the field of social sciences and humanities, as is already done for the natural sciences.

The academic qualifications of the library staff - and their status and salaries - should be equal to those of the professors, readers, lecturers and tutors. Together the qualified staff should be familiar with the highways and byways of knowledge in every subject; they should divide the field of knowledge among themselves and practise specialization. Advice is given concerning qualifications and training and the desirable structure, gradings and salary scales for university library staff. The University Grants Commission is urged to subsidize the salaries of library staff, as it does of teaching and research staff, and to prevail upon the management of the universities to maintain library staff in accordance

with the recommended formula. It is also recommended that the practice of appointing a person without the prescribed professional qualifications as honorary librarian should be abolished.

Quantitative standards are given for library staff, in respect of which, it is claimed the administration of the universities need to adopt a more informed attitude. A university library should provide staff for the following sections of work: books; periodical publications; documentation; technical; reference; circulation; maintenance; administration.

It is recommended that staff, in addition to librarian and deputy librarian, should be provided on the following basis:

1. Book section: One person for every 6,000 volumes added in a year.

2. Periodical publications section: One person for every 500 current periodicals taken.

3. Documentation section: One person for every 1,000 entries prepared in a year.

4. Technical section: One person for every 2,000 volumes added in a year.

5. Reference section: One person for every 50 readers (other than the users of the textbook collection) in a day.

6. Circulation section: One person for every 1,500 hours for which one wicket gate of the library has to be kept open in a year.

7. Maintenance section: One person for every 6,000 volumes added in a year, one person for every 500 volumes to be replaced in a day, and one person for every 100,000 volumes in the library.

8. Administrative section: Minimum of one library accountant, one stenotypist and one correspondence clerk.

9. Supervisory section: One librarian and one assistant or deputy librarian.

10. Unskilled staff: One cleaner for every 30,000 volumes in the library, one attendant each for every 6,000 volumes added in a year, for every 500 current periodicals taken, and for each of the shifts in the circulation section, besides unskilled and the semi-skilled workers normal to any institution.

A university library should be kept open on all the days of the year.

Standards, prepared by a sectional committee on library buildings, fittings, and furniture of the Indian Standards Institution (of which Dr. Ranganathan also became chairman) are recommended for library buildings.

The standards are in considerable detail. The following table gives the sizes of different kinds of libraries in terms of the number of volumes to be housed, the number of readers' seats to be provided and number of staff.

Kind of library	Volumes	Number of: Current periodicals for display	Readers' seats	Staff not at service points
1. University central library	100,000 to 300,000	500 to 2,000	1/5 of the number of students and 1/10 of the number of teachers	20 to 100
2. University departmental library	1,000 to 5,000	50 to 100	10 to 50	nil
3. College library	5,000 to 50,000	20 to 100	1/5 of the number of students and 1/10 of the number of teachers	3 to 10
4. Dormitory library	100,000 plus 50,000 n	nil	nil	1 to 4 janitors

Where n is the number of transfers to Dormitory library.

Advice concerning the location and orientation of various types of room is given together with recommended floor areas, distances between shelves, ceiling heights, size of reading tables, etc.

Phased construction is recommended to allow for future expansion of the libraries.

Standards are also recommended for library fittings and furniture.

It is recommended that future proposals for new library buildings or extensions should be examined and approved by a library expert appointed by the Commission.

B - LIBRARIES OF INSTITUTIONS NOT FORMING PART OF A UNIVERSITY

In this section brief reference will be made to a number of standards recommended for institutions of higher education not forming part of a university. The examples come exclusively from English-speaking countries.

United Kingdom

I - Polytechnics

In the United Kingdom it is proposed to establish thirty institutions, which will be called polytechnics, to exist side by side with universities and to undertake comparable but largely different work. These polytechnics are being formed out of a grouping of existing major technical colleges, colleges of commerce and colleges of art. Basically providing courses in science and various technologies, they will develop work in the humanities and social sciences. Some of these polytechnics have been formally established. Others are in the course of establishment.

The Library Association has issued recommended standards for the new polytechnics in the form of a Guide to planning requirements (Note 11). The difficulties of creating standards for instititions which will not necessarily provide for similar ranges of disciplines, nor necessarily housed on one site, are noted, but the document offers guidelines to the type of library materials needed and to the staffing space and costs necessary.

The libraries should be developed as "learning resource centres" containing books and periodicals covering in embryo the whole range of recorded knowledge and non-book material and facilities for their use. The library should play a central rôle in the educational programme as a major teaching instrument (i) to stimulate intellectual curiosity and independent learning and (ii) to counteract the specialization inculcated by teaching courses.

Quantitative standards proposed include:

1. A basic stock of 150,000 volumes and 3,000 periodical titles for a polytechnic with over 2,000 undergraduate students and offering a wide range of disciplines, including the humanities and encouraging linguistic and regional studies in both commerce and technology. A minimum annual budget of £60,000 for books and periodicals and £10,000 for other library material.

   For book stock 80 per cent in open access, at 90 sq.ft. (8.4 sq.m.) per 1,000 volumes, and 20 per cent in limited access at 45 sq.ft. (4.2 sq.m.) per 1,000 volumes is proposed. For display of periodicals - one sq.ft. (.09 sq.m.) per periodical.

2. Seating requirements would vary according to both subject and teaching techniques. As a rough guide 1:4 for the scientific and technological disciplines and 1:3 for other disciplines, is proposed. A ratio of 1:10 for part-time students is suggested. 25 sq.ft. (2.3 sq.m.) per undergraduate and 35 sq.ft. (3.3 sq.m.) for post-graduate students, students of art, architecture and other similar disciplines together with areas for various other spaces. Examples are given of certain stock and staffing requirements.

The government's White Paper on polytechnics (Note 12) indicates that these institutions need to develop external links with industry, colleges and schools in their area. The Library Association's document says that the concentration and development of library resources in the polytechnics could make a significant regional contribution and help satisfy the information requirements of the "professional" community in the region. The need for inter-library co-operation and co-ordination is stressed, as also is the rôle the polytechnic libraries can play in helping industry and commerce, not only to consult recorded material, but to obtain guidance in solving their problems.

II - Other technical colleges

The Library Association issued in 1965 recommended standards of library provision in colleges of technology and other establishments of further education (Note 13) a development of earlier documents first published in 1957. A number of general standards are set out in sections on "services to be provided" and "resources required for efficiency: books, brains, buildings, budget" and the quantitative standards include:

Basic initial stock

For a college without degree work this should be not less than 10,000 book titles and, for a larger college with some degree work and specialized advanced courses, not less than 15,000 titles. In colleges with several degree courses, this figure should be increased. Multiple copies are required in varying degrees. Advice is given over stock for colleges of art.

Annual additions

No totals are recommended but various purposes for which additions are required are listed; e.g. all or part of relevant new titles or editions said to total about 600 scientific and technical, 1,000 social science, and 750 art.

Total stock

It is suggested that after 20 years regional colleges of technology will need to accommodate 50,000 volumes, of which about 40 per cent will be periodicals; for certain colleges of art and a school of architecture, the figure will be 25,000 volumes, 20 per cent periodicals, and a college of commerce 20,000 volumes, 10-20 per cent periodicals. There will also be many pamphlets and much other non-book material.

Staff

This will vary with college workload. As a guide, one member of library staff (excluding technical assistants) for every twenty teachers. The college librarian should be a qualified librarian. He should be responsible to the principal and a member of the academic council and other academic bodies.

Buildings

Advice is given regarding all aspects of college library buildings: siting, concentration or dispersal of facilities; planning for expansion; construction; size. On the planning questions, quantitative standards are proposed, which should be read in conjunction with a report produced in 1963 by the Association of Teachers in Technical Institutions and Association of Principals of Technical Institutions: report on technical college buildings - the college library (Note 14).

The department of education and science, the government department responsible for libraries, has issued a number of documents on library standards appropriate to technical colleges and similar establishments. The first, circular 322 of 12 April 1957 (Note 15), discussed the functions of the college library and gave advice about staff, accommodation, books and periodicals and equipment. The second, a building bulletin on new colleges of further education (Note 16), gives advice on libraries. The numerical standards quoted in the circular have been largely superseded by more recent developments in which higher standards of buildings (which are derived from higher standards of service) have been indicated. Such building standards are available in the Notes on Procedure for the Approval of Further Education Building Project 1967 (Note 17). The following table shows the total library areas now recommended for different types of colleges. The areas shown are for actual library spaces: 25 per cent should be added for circulation, services etc.

Maximum student capacity*	Recommended area for library			
	Colleges with at least 30% advanced work		Other colleges with less than 30% advanced work	
	sq.ft.	sq.m.	sq.ft.	sq.m.
500 or less	2,975	273.9	2,560	237.8
1,000	4,720	438.5	3,765	349.8
1,500	6,085	565.3	4,970	461.7
2,000	7,490	695.8	6,215	577.3
2,500	8,835	820.8	7,380	685.6
3,000	10,310	957.8	8,585	797.6
3,500	11,685	1,085.6	9,790	909.5
4,000	13,160	1,222.6	11,020	1,023.8
4,500	14,735	1,368.9	12,250	1,138.0
5,000	16,210	1,505.9	13,480	1,252.3

* "Maximum student capacity" will usually be from 25% to 50% higher than the average day student population to permit some flexibility in the use of classrooms.

The recommended area is intended to provide readers' seats, display and storage space for books and periodicals, counter and catalogue areas and a micro-reader, a librarian's office, a workroom, seminar and tutorial rooms and carrels for private study attached to the library suite and possibly facilities for photocopying and a dark-room.

11I - College of education libraries

College of education are normally concerned solely with the training of teachers through three year non-degree, four year Bachelor of Education, and one year post-graduate courses. The Association of Teachers in Colleges of Education and Departments of Education and the Library Association jointly published in 1967 College of education libraries: recommended standards for their development (Note 19).

This describes the functions of this type of library and refers to the increased demands likely to be made on it by the development of the university degree courses in education. "The library must therefore be both a comprehensive general and academic library and a professional library for prospective teachers, where all aspects of education and children's interests, including textbooks, audio-visual aids and children's books are amply represented."

Library planning and organization are discussed and space standards are proposed for staff and students seating, shelving and circulation space, work space and other requirements. Reading areas are suggested on the basis that at least 25% of the staff and students may be in the library at the same time and an area of 25 sq.ft. (2.32 sq.m.) per reader. It is recommended that shelving for four-fifths of the library's book stock should be provided on the basis of 75 sq.ft. (7 sq.m.) per 1,000 volumes. The remainder should be in stack areas at 55 sq.ft. (5.1 sq.m.) per 1,000 volumes. The main college library should have a minimum of 20,000 volumes of currently effective stock, for loan and reference for the subjects taught and for other general needs. In addition, a school services section, comprising children's books and textbooks needed by students on school practice, must have a minimum of 7,500 volumes.

Experience, it is said, suggests that the rate of purchased additions required in a general college of 500 or more students is 60 books per student every ten years. In colleges of less than 500, a higher rate of at least 75 books per student is needed to cover the same basic requirements. It is proposed that general colleges should aim at minimal book stocks in the main library and in the school services library within ten years of:

Colleges with students	Main library volumes	School services library volumes	Total volumes
500	31,000	8,600	39,000
750	43,000	11,750	54,750
1,000	55,000	15,250	70,250

It is recommended that the library should be in charge of a highly qualified graduate librarian. There should also be a deputy librarian and a sufficient non-professional staff. A minimum staffing scale as follows is proposed:

Total number of students (apply whichever factor is higher)	or Total annual book fund	Professional staff	Non-professional staff
Up to 500	Up to £4,125	1 Librarian 1 Assistant librarian	1
500-750	£4,125-£5,362	1 Librarian 1 Assistant librarian	2
750-1,000	£5,362-£6,600	1 Librarian 2 Assistant librarians	2
1,000-1,250	£6,600-£7,837	1 Librarian 1 Deputy librarian 2 Assistant librarians	3
Over 1,250	Over £7,837	1 Librarian 1 Deputy librarian 2 Assistant librarians	4

Finally, the need is stressed to co-operate with other libraries, through the nation-wide system of inter-library lending, through local schemes and with the libraries of the institutes and schools of education in the universities.(1)

The department of education and science, in communications to the colleges of education concerning the basis of grants paid to voluntary colleges and the design of college libraries, have indicated standards for these libraries which the government was able in current circumstances to support. These standards, while in certain respects lower than those proposed by the Association of Teachers in Colleges and Departments of Education and the Library Association, are broadly on similar lines.

A circular letter of 6 March 1968 (Note 21) includes the following minimum book stock targets to be reached over the next 10 years, excluding provision for degree work and provision for out-posts.

(1) The institutes and schools of education are organizations whose primary objectives are the training of teachers, the development of educational research and the provision of advanced courses to teachers already practising in schools. Each institute has responsibility for these matters in its area and each (with one exception) is a department of a university. The area controlled by each institute is large and contains several thousand practising teachers, a number of colleges of education, and a university department of education (which provides a one-year post-graduate course for intending teachers). The Library Association in 1963 issued recommendations for libraries in institutes and schools of education. (Note 20).

Colleges with students	Volumes
500 or less	30,000
750	40,500
1,000	52,500
1,250	60,300
1,500	68,820

A report of a committee on non-teaching staff in maintained colleges of education, issued by the department in 1968, gives advice on and recommends quantitative standards for staffing of libraries in these colleges. (Note 22)

In small colleges of under 350 students, the practice of having the library under the control of a member of the teaching staff may have to continue, provided the library has a qualified librarian on the staff. With this exception the committee considers the college librarian should be a librarian and a graduate, that teaching qualifications and experience would also be ideal, and that a deputy librarian should be appointed in a college of about 1,000 students. The college librarian and deputy, who would have tutoring functions, should be equated with the academic staff. Other qualified librarians of junior rank (not so equated) and non-professionals should be appointed as necessary, on the following scale:

College - number of students	Librarian (Equated with academic staff)	Assistant librarians (Qualified but not equated with academic staff)	Clerks	Total
350 - 550	1	1	1	3
550 - 750	1	1	1 - 2	3 - 4
750 - 1,000	1	1 - 2	2 - 3	4 - 6
1,000 - 1,300	1	2 - 3*	2 - 3	5 - 7
over 1,300	1	2 - 3*	3 - 4	6 - 8

* One may be graded deputy librarian and equated with academic staff.

On the design of libraries in colleges of education, the department has issued to colleges a study paper (Note 23) and in procedural notes dated January 1969 (Note 24) has indicated that areas as follows would be approved for library (including book store) and private study space.

No. of students	Recommended areas sq.ft.	sq.m.	No. of students	Recommended areas sq.ft.	sq.m.
100	1,150	100	700	7,590	710
200	2,300	210	800	8,510	800
300	3,450	320	900	9,430	880
400	4,600	430	1,000	10,350	960
500	5,750	530	1,100	11,210	1,040
600	6,675	620	1,200	12,070	1,120

These areas are net. An addition of 25% should be made for circulation, service, etc., areas.

United States of America

Junior colleges

These colleges provide two-year courses of considerable diversity, which are either complete in themselves or lead on to four year degree courses in universities and other colleges. Included in these junior colleges are those concerned with the liberal arts and limited in their vocational aims, community colleges serving a variety of educational purposes, and technical institutes emphasizing vocational studies. There is a long history of the writing of standards for these colleges. Standards for junior college libraries is the latest document, prepared by the Association of College and Research Libraries and issued in 1960. (Note 18).

This describes the functions of the library and its desirable structure and government. It discusses the factors which influence the size of the budget; the library's holdings, the type of college, the size of faculty and student body, the variety and spread of subject fields and the extent to which the college "frowns on textbook teaching and encourages the use of supplementary reading". It states that the library programme, as outlined in the recommended standards, normally requires a minimum of 5% of the total educational and general budget. This is for a well-established library with an adequate collection. More than 5% would be required if there was a rapid increase in enrolments or of courses offered or if the library was responsible for audio-visual material.

Two professional librarians should be the minimum in a college up to 500 full-time students (or equivalent). Professional librarians should have faculty status and should meet the same requirements for post-graduate study as members of the teaching staff. They should take part in the educational programme of the institution by giving instruction in the use of the library and in other ways.

The quality of the collection of books and periodicals and the considerations which determine the size of the collection are described in similar terms to those used in the Standards for college libraries (Note 1). A two-year college of up to 1,000 full-time students must have a carefully selected collection of at least 20,000 volumes, exclusive of duplicates and textbooks. Those with broader curricula will need more, often much more. A convenient yardstick proposed is that the book stock should be enlarged by 5,000 volumes for every 500 students (full-time equivalent) beyond 1,000. Advice is given about the rôle and supply of audio-visual material. If this material is administered by the library, additional funds and an additional trained staff member will be required.

Building standards are discussed. It is proposed that seats should be provided for at least 25 per cent of the student body. Staff work areas should comprise at least 125 sq.ft. (11.6 sq.m.) of floor space per person. Provision must be made for expected growth of book stocks, reader and staff spaces.

Advice is also given about how to evaluate the quality of the service and how to involve the teaching staff. The need for co-operation with other institutions in the community and region, to make the maximum resources available to the greatest number through inter-library loans, is stressed.

New Zealand

Standards for teachers training college libraries

The report of the commission on education in New Zealand, published in 1962, recommended that the provision of libraries for teachers' colleges be further examined, and the New Zealand Teachers' College Association asked the New Zealand Library Association to devise library standards for teachers' college libraries. A report entitled Standards for teachers' college libraries was issued in 1967 (Note 25).

This describes the rôle of the library, referring to the changes resulting from the extension of the training course from two to three years "which will call for a much more imaginative and extensive use of the library." The resources of the library should be mainly devoted to the subjects being taught in the college but should also include a comprehensive and up to date junior collection required for courses on children's books and for teaching practice. There should be available a collection of classroom texts covering the basic subjects in the curriculum. College libraries should provide some support for advanced reading by the staff in their own and related fields, and should also include a representative collection of good quality recreational reading.

A college with 1,000 students, offering a three-year course, would require at least 50,000 carefully chosen volumes. Periodicals should be carefully chosen to support the college courses and to keep staff informed of developments in their subjects; 200 to 250 titles would seem to be a minimum to give a coverage for general college courses. Steady growth is essential; an annual growth rate of 4% - 5% or 2,000 to 2,500 volumes is suggested. The stock should be as carefully weeded as it is selected. Audio-visual material, such as maps, classroom pictures, art prints, filmstrips, gramophone records, should be in sufficient quantity to meet student courses and teaching practice requirements. They should be centrally housed and administered.

Services provided by the library should include reading facilities, both reference and lending, reference and information service and formal instruction to students.

The rôle and responsibilities of the staff are described and minimum qualifications stated. Instruction of students to use the library skilfully is a co-operative activity in which both the teaching staff and the librarian play a part. Teaching the use of the library is part of the librarian's professional work. Staffing standards are suggested for a college of 1,000 students, viz: librarian and deputy librarian; two intermediate assistants, four library or clerical assistants. Criteria for professional, intermediate and clerical duties are indicated in an Appendix.

The rôle and desirable characteristics of the library buildings are discussed and a number of standards stated. Reader accommodation is recommended at 20% of the combined staff and student rolls, at 30 sq.ft. (2.8 sq.m.) staff and 25 sq.ft. (2.3 sq.m.) students. Space for books is estimated at 100 sq.ft. (9.3 sq.m.) for each 1,000 volumes. Space requirements are given for periodicals, visual-aid materials, staff room and other purposes, including a seminar room (300 sq.ft. or 27.9 sq.m.). A total working area of 13,800 sq.ft. (1,280 sq.m.) is suggested for a college of 1,000 students. (To compare this with other standards quoted an addition of the order of 25% would need to be made for circulation, services, etc.)

SUMMARY

Making due allowances for differences in functions, size and levels of work, very similar statements of standards have been written about university libraries and libraries in other institutions of higher education, when the desirable rôles, structures, organization, services, materials, staffing and buildings are discussed in general terms. But the quantitative standards, particularly for book stocks and other materials and staffing vary greatly, as would be expected. The small number of statements of standards which have been considered in this survey are however in such different forms that they do not lend themselves to many useful quantitative comparisons.

It is of the utmost difficulty and complexity to state standards for book stocks and other materials (which to a large extent govern staffing and buildings), particularly in universities proper and more particularly in institutions with a high proportion of advanced work. The discussion of the Clapp-Jordan formula, referred to on page 168, underlines this point. However, some figures quoted in the standards documents which have been discussed are of value, notably the more recent ones such as the figures for basic book stocks of 300,000 volumes, referred to in the Federal Republic of Germany report, which satisfied 75 per cent of readers' needs, and the figure of 600,000 volumes, at which point the university is said to be able to stand on its own feet. Presumably it would then be in the region of the "90 per cent library" discussed in certain quarters. Useful also are the Canadian figures referred to on page 167, of a minimum of 100,000 volumes and of 1,000 titles for the size of the periodicals collections, and the model annual budgets put forward by SCONUL to the British Parry Committee (Note 5) and those for a general university and a technological university included in the Federal Republic of Germany document (Note 8).

Also of considerable interest and value is the concept referred to in the American, Canadian and British publications, that a university library budget should be not less than a certain proportion of the total budget of the parent institution, recommended figures varying from 5 per cent to 10 per cent.(1)

(1) A regional seminar in 1962 organized by Unesco at Mendoza, Argentina on the development of university libraries in Latin America also recommended that every institution should allocate not less than 5 per cent of its total budget to library services.

It is, however, best that each document should be studied individually for the guidance it may give for particular situations in other parts of the world. A systematic study of quantitative norms or standards applicable to universities and other institutions of higher education in the Soviet Union and in other Socialist countries in Eastern Europe might yield valuable additional information and enable useful comparisons to be made. But it is regretted that, in the time available for this study, it has not been possible to obtain access to additional data.

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CHAPTER V - SPECIAL LIBRARIES

In an article on "Standards for special libraries - possibilities and limitations" (Note 1), it is stated that the title involves a paradox. By their nature special libraries are unique. Not only is one kind of special library different from another but libraries of a similar type differ widely from each other. If it is unrealistic, the writer says, to apply public library standards to special libraries, it is hardly less so to assign standards for one special library to another. He gets out of his difficulty by suggesting that the word "standard" be interpreted in the sense of supplying principles applicable to all special libraries, and therefore highly general, leaving it to the individual library to apply it to his own situation. This is broadly the method adopted in the only comprehensive statement of objectives and standards for special libraries which has been identified. This was issued in 1964 by the Special Libraries Association (in the United States), entitled Objectives and standards for special libraries, (Note 2). In preparation for this many members of the Association completed questionnaires on the basis of which profiles of typical operations in this varied field were constructed.

The following notes briefly describe this United States document, which understandably contains very few quantitative standards.

Objectives

The special library is a major source of information in the organization it serves. It acquires, organizes, maintains, utilizes and disseminates materials germane to the organization activities.

Staff

The quality of the special library's staff is the most important factor in the effectiveness of the library as an information centre for an organization. This is further emphasized by the statement in the section on the budget that, if the proposed standards are met, the portion of the library budget assigned to salaries will normally fall within the 60-79 per cent range.

The administrator of a special library is responsible for all administrative and professional functions of the library. He should hold a degree from a library school and have three years experience in a special library, or he should be a subject specialist who has demonstrated his professional competence through at least three years of professional experience in a special library. A combination of formal subject training and education in librarianship is desirable. Other librarians - qualified as above - should be employed as required, together with other specialists, such as literature searchers, translators, abstractors, indexers and information systems specialists.

Professional staff members have a continuing responsibility in furthering their education and should be encouraged to participate in professional societies concerned with their specialities.

The proportion of non-professional staff to professional staff depends on the number of professional staff, the size of the collection, the nature of the services and the quantity of the records maintained. The special library must have at least one professionally qualified librarian and one clerical worker. The recommended ratio is three non-professional to two professional.

Collection

The special library's collection may include a variety of forms and types of materials, not all of which are appropriate to a particular special library. It should include all basic, frequently used and potentially useful material. The range is determined by the objectives of the organization; the depth is governed by the nature of the organization's work. The size depends upon the amount of relevant material available and acquisitions policies must be established, including policies for gifts and exchanges. The collection must be appropriately organized and controlled; the nature of information sources in special libraries often requires the creation of unique and special systems.

Services

The service of a special library should be a dynamic one in which the staff anticipate needs. It achieves its objects through reference and bibliographic services, flexible policies regarding loans and distribution of library materials, efficient dissemination of information, and other activities that encourage productive use of the library's resources. Prompt translation services should be provided and publications which are unavailable in the library or organization should be obtained from another library or institution.

Physical facilities

The special library should be conveniently located for its users. Planning advice is given, including some suggested standard specifications for stack and other shelf areas, general space requirements and levels of illumination.

Budget

The initial analysis of the library's needs should come from the library administrator, and the spending of the budget allocations rests upon his professional knowledge and judgement.

In connexion with the preparation of these standards many members of the Association completed questionnaires. The replies to these were subsequently used, after further consultation and visits to numbers of special libraries, to form the basis of profiles of six of the many different kinds of special libraries. These "profiles of special libraries" were published in 1966 in the Association's journal Special libraries (Note 3).

In a preface it is stated that while the profiles represented composites of the specialized library collections, the space requirements had been calculated on the basis of recommended practices; that the descriptions in the profiles must be used as general guidelines only, that services could be listed but depths and levels of service could only be implied.

Standards for special libraries are currently being prepared by the Library Association of Australia.

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CHAPTER VI - NATIONAL LIBRARIES

No documents have been identified which set out solely to define the desirable standards for service of the national library in a particular country, but there is a considerable amount of literature about the functions of national libraries. Documents there are which describe the functions of particular national libraries, such as the annual report of the Librarian of Congress for 1961-1962 (Note 1), and the Statute of the Lenin Library (Note 2).

The Symposium on National Libraries in Europe, held in Vienna in 1958 (Note 3) discussed functions and in its conclusions it was stated that:

(a) The national library should play a central rôle in co-ordinating the national library services and should itself provide the centre where full information is available on the national collections; despite its responsibility regarding the acquisition of the total national production of printed material, it must be authorized to eliminate certain materials of an ephemeral nature; parts of the national production stores elsewhere should be recorded in the national library; microreproduction, particularly that of newspapers, should not justify the destruction of the originals.

It should also collect printed material concerning the country, wherever published and be responsible for co-operation and co-ordination of efforts to secure all the foreign literature the country required.

Legal deposit regulations should take account of non-commercial publications.

(b) The national library has the responsibility of ensuring that a central inventory of manuscript collections is established and maintained; it should use guides, exhibitions, radio and television programmes, as well as catalogues, to make known its resources and functions.

(c) The national library should co-ordinate the bibliographical activities of the country, establish sound bibliographical standards, propose methods for the proper training of bibliographers, and see that bibliographical work is performed by the most suitable agency and in a satisfactory manner.

(d) It is the responsibility of national libraries to see to the production of current national bibliographies and, where required of retrospective national bibliographies; it is also desirable that they should concern themselves with the production of special bibliographies.

(e) The national library should have full and accurate knowledge of all sources of bibliographical information.

(f) National libraries should play a constructive part in international bibliographical activities and by means of bilateral agreements further the collection of bibliographical information on material relating to their respective countries.

(g) In view of the archival functions of the national library with regard to its national literature, it should lend only duplicates of such literature.

(h) Loans, whether domestic or international, should in general be made only to libraries.

(i) There should be a national plan for acquisition of foreign materials, wherever one does not exist already; a general European plan should not be considered until national plans are more fully developed.

Statements on the duties which national libraries should perform have been made by several librarians of national libraries and are referred to in a paper on "The rôle of the national library - a preliminary statement" by Dr. K. W. Humphreys to the National and University Library Section at the IFLA Council Meeting in Rome in 1964 (Note 4). A further paper by Dr. Humphreys on "National library functions", regarded as an extension of his previous paper, was discussed at the IFLA Council Meeting in Helsinki in 1965, in which national library activities were discussed and divided into three categories, fundamental, desirable and inessential.

Classified as fundamental were:

1. The outstanding and central collection of a nation's literature.

2. The fullest coverage of foreign literature.

3. The most important collection of books received under legal deposit or under the terms of the copyright law.

4. The publication of the national bibliography.

5. The national bibliographical information centre.

6. The publication of catalogues of material in the national library and in the country's libraries.

Considered as duties which should, if possible, be assumed by a national agency were:

7. The centre of inter-library lending.

8. The initiation of research on library techniques.

Functions which could, if necessary, be undertaken by other agencies were:

9. The centre of the country's international exchange service.

10. The centre for the distribution of duplicate material.

11. The centre for professional training in librarianship.

12. The centre for bibliographical and other assistance to libraries of all kinds.

13. The planning centre for the country's library service.

In the United Kingdom, the functions of a national library were discussed, in the light of the views expressed in the three general documents previously referred to, in the report of the Committee on Libraries, set up by the University Grants Committee, (The Parry Committee), particularly in Chapter VII, (Note 6).

In certain parts of the world regional seminars organized by Unesco have discussed the work and problems of national libraries. That on The development of national libraries in Asia and the Pacific Area, held in Manila in 1964 (Note 5) came to the following conclusions:

The functions of a national library are largely defined by the social, cultural, economic and geographic conditions of the country in which it is located. The following functions, however, are appropriate:

(a) To serve as a permanent depository for all publications issued in the country;

(b) To acquire and store other types of material;

(c) To provide bibliographical services;

(d) To serve as a co-ordinating centre for co-operative activities;

(e) To provide services to the government.

Depending on circumstances, a national library may provide leadership among a nation's libraries, sometimes acting as the central organ of a national library service.

A national library should serve as a permanent depository for all publications issued in a country, and should enjoy the benefits of legal or copyright deposit free of all charges and inclusive of all materials both printed and audio-visual.

It should further acquire, preserve, and make available all library material concerning the home country wherever and whenever produced; and should have a comprehensive collection representative of all civilizations and providing a comprehensive subject coverage for purposes of research, study and inquiry.

It is preferable that national archives should be administered independently of, but in close co-operation with, the national library.

A national library has the responsibility of providing or co-ordinating the bibliographical services of a country. Its typical activities in this field concern:

(a) A current national bibliography, including all published materials, both printed and audio-visual, and including a roman transliteration;

(b) Retrospective bibliography;

(c) Subject and selective bibliographies;

(d) Union catalogues facilitating inter-library co-operation;

(e) Contribution to national and international bibliographical projects;

(f) Periodical indexing.

The national library must assume responsibility for initiating and promoting co-operation between itself and other libraries, nationally, regionally and internationally. A primary task is the planned acquisition of foreign literature based on a policy of national co-ordination on the lines of the Farmington Plan, the Scandia Plan and the programme of the Deutsche Forschungsgemeinschaft.

Union catalogues are essential for identification of the national literature when it is dispersed in a variety of scattered libraries and private collections and for the facilitation of inter-library loans. The national library should serve as a clearing house for the exchange of books and periodicals including duplicates and be responsible for co-ordinating national bibliographic activities. National libraries should promote knowledge about library resources through publications, assist library associations, provide photographic and other technical services and establish and administer storage libraries.

A legislative reference service established as part of a national library could provide factual data, formulate arguments for or against a given proposition or arguments in support of predetermined action and assistance in speech-writing both within and outside the legislature.

The Meeting of Experts on the National Planning of Library Services in Latin America in Quito in 1966 (Note 6) stated the following to be functions of a national library:

(a) To collect and ensure the conservation of the publications produced in the country, whether obtained in the form of legal deposit accessions or from other sources. To see that the legal deposit laws are complied with.

(b) To provide national and foreign readers and research workers with an adequate and efficient information service by assembling the requisite general and reference works, preparing a union catalogue covering the stocks of all libraries in the country and compiling the national bibliography and other bibliographies necessary for the fulfilment of its task.

(c) To organize the national and international exchange of publications.

(d) To centralize inter-library loans in respect of foreign libraries.

(e) To rationalize the acquisition of printed matter, including periodicals by the libraries covered by the plan.

(f) To centralize the cataloguing and classification of printed matter and ensure the distribution of index cards or printed catalogues for certain types of libraries.

(g) When its own organization and the development of the plan render it advisable, to collaborate in extending and improving the services of school and public libraries.

A great deal has thus been said and written about the functions of national libraries, and in the work of the national libraries themselves, particularly the old established ones, there is a good deal of common ground. But functions are only one aspect of standards and detailed discussions of how the national library or libraries can best carry out their responsibilities are infrequent, arising only when some major organizational problem has to be resolved, or are confined to highly specialized statements concerning the more technical aspects of national library work. One such general discussion, is the United Kingdom Report of the National Libraries Committee (Note 5) issued in June 1969. This committee had the task of examining the functions and organization of the British Museum Library, and other libraries with national functions, and considering whether they should be brought into a unified framework. This report, though it does not set out to write standards, does in fact do so in respect of a number of subjects of the kind commonly touched on in standards documents.

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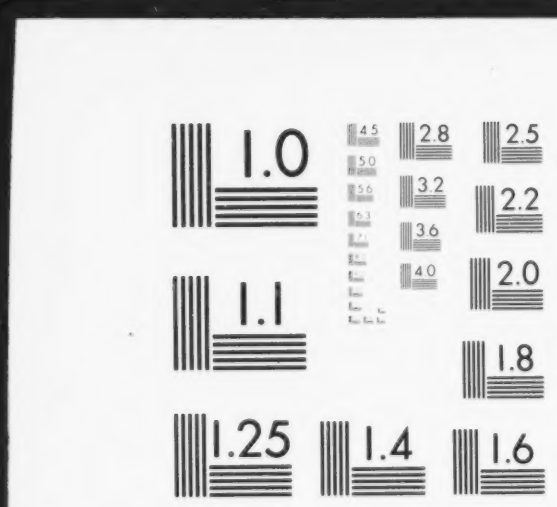

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CHAPTER VII

STANDARDS OF LIBRARY SERVICE IN DEVELOPING COUNTRIES

The writer has been asked by Unesco to prepare a set of standards for the different types of libraries that can be applied in the developing countries. Many of the difficulties associated with this task have been pointed out to him. One librarian, with great experience of library work in developing areas, has expressed the view that it is impossible to produce a code of standards for various types of library in developing countries since there is considerable variation in the level of library development within those countries. Another has said that standards can only be written in relation to a particular country at a particular time.

These librarians are doubtless right if what is envisaged is a single set of standards with a particular structure (perhaps of the kind favoured in one or more of the developed countries) and minimum requirements stated in numerical and other terms which may have little relevance to the social and economic, as well as bibliographical, circumstances of the countries to which it is proposed the standards should apply.

But a set, or sets, of standards on the lines of the standards of public library service approved by the General Council of the International Federation of Library Associations in 1958 (Note 1), may well be useful to many countries as a guide to how to proceed. In that statement, the credit for which must go largely to Lionel McColvin, it was written that:

"Though it is impossible to formulate standards in such specific terms as expenditure per head of population or of staffing and book stock in relation to the size of the community, there is no reason why certain fundamental requirements cannot be stated in terms that can be generally applicable according to local or national circumstances. Indeed, one may assert that those fundamental requirements are a sine qua non of public library provision <u>everywhere</u> and <u>anywhere</u> - that unless they are achieved no public library service worthy of the name can be provided.

We believe that the public library has certain functions to perform in any and every community, and, therefore that every public library service must be capable of performing these functions. The extent of the service will differ according to national and local conditions, such as the extent of literacy and the distribution of population. Moreover the spread of the service may depend upon favourable or unfavourable social and economic factors. But we do not admit that anywhere can an inferior service be accepted even as a temporary measure, as we believe that an inferior service both fails in its purpose and retards progress. We must always think of a public library as an instrument for achieving well defined objectives. No one would suggest, for example, that one should attempt to build a bridge without the necessary material, and the necessary skilled personnel - nor, for that matter, without the likelihood of

there being sufficient traffic to make the construction economically justifiable. Similarly, we should never suggest that a public library should be created or maintained unless there be the means, the material, the personnel in sufficiency and the people to use it.

Approaching the problem in this way, we believe it both possible and desirable to formulate standards which will guide and stimulate but not prejudice development. These standards must be capable of application whatever circumstances prevail; they must be adaptable; they must be realistic, i.e. capable of acceptance and implementation but without sacrifice of essential needs."

Everything stated about public libraries in this quotation is equally applicable to all other types of library so that there is no reason why statements on similar lines should not be written about them as a guide to those politically responsible for developing library services or actually engaged in doing so.

Although the standards described earlier in this document are almost all from what are normally described as developed countries, the countries themselves are not all "developed" to the same degree. This applies even to certain parts of the United States, where differences in the actual attainment of the recommended standards of library service are often striking. But this does not result in the various States adopting lower standards; they may merely take longer to achieve the declared goals. There is a significant pointer in the South African standards for public library service, where although the actual provision for so-called "coloured" and "non-white" communities are seriously inadequate, there is no suggestion that the desirable standards of service should not be the same as for the rest of the population. On the contrary, it is specifically stated that the same standards are applicable to literates in all population groups. (Note 2)

It cannot, however, be ignored that in all respects the level of service at a given time and place depends on the capacity of a country to provide the physical resources needed. Even in the more highly developed countries there are great differences in the levels of service, whether actual or recommended; this applies, as can be seen from the previous chapters, more particularly to library provision in universities and other institutions of higher education and to schools. Often standards which are based on good current practice represent for a country only the best that can be afforded at that time. No attempt is made to justify them on more rational grounds.

In some poorer countries the best that can be afforded without difficulty may be of too low a standard to be provided economically, or even to be worthwhile. It is of value to establish - as the IFLA model public library standards set out to do - the minimum that is worth while to provide, so that governments, with technical and other aid, if necessary, from richer countries, can appreciate what kind and level of library service they should be providing, and indeed must provide if they are in the long run to develop economically and politically. The detailed requirements can only be worked out on the spot by persons with a knowledge of local conditions. But they can be worked out within

a general framework, the outline of which it is possible to derive from the various statements of standards of library service which have been studied.

The framework could be on the lines following. The main headings, under which basic standards have been written and other subordinate standards can be easily drawn up, are applicable to all types of libraries. The standards themselves but indicate universally applicable principles of good librarianship.

Save in connexion with premises, no attempts have been made to state quantitative standards as it is in those areas that local circumstances and local knowledge and experience must be applied. But in literature of standards there are a few minima which have been stated on more than one occasion, which it is perhaps desirable for all to have in mind. These do not carry us very far and much work will need to be done by librarians in respect of their own individual countries or regions in describing the minimum needs of the greatly varying libraries and types of library.

One final point is made. There are different library needs and different types of libraries. Where the resources are available it is usual and most appropriate to cater for different needs in separate libraries. This, as well as best suiting the convenience of the reader, has the advantage of ensuring the supply of the same or similar material from different sources. But, where human and material resources are scarce, and are likely to remain so for reasons not solely connected with the supply of money (such as the shortage of professional, sub-professional, clerical and other staff) or where the will to co-operate is weak,(1) is it not worth considering whether separate libraries, such as separate public and school libraries or even public and university and college libraries, can everywhere be economically and efficiently provided? However, whether or not these libraries are provided separately or jointly, the fact remains that the minimum standards of service indicated for each type of library should be met.

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Attention is also drawn to Standards of practice for West African libraries, Institute of Librarianship, University of Ibadan, 1969. This is a report of a seminar held in 1967 and contains an excellent bibliography of standards literature.

MODEL STANDARDS OF LIBRARY SERVICE

	PUBLIC LIBRARY	SCHOOL LIBRARY	LIBRARY IN: UNIVERSITY PROPER; OTHER INSTITUTIONS OF HIGHER EDUCATION	SPECIAL LIBRARY	NATIONAL LIBRARY
I. ROLE AND FUNCTION	Provides - in co-operation with other libraries - library materials for the benefit of:				
	The whole community, to enrich life individually and collectively.	The students and staff of the school, as an aid to teaching and learning and to the cultural improvement and recreation of the individuals concerned.	The students and staff as an essential part of the university's or college's facilities for study and research and for the cultural benefit of the community.	The members, staff of the organization providing the library and to others concerned with the activities or subject field of the organization.	Provides for the benefit of the nation generally, and scholars and research workers in particular: the outstanding and central collection of the nation's literature; a major collection of literature in foreign languages of particular interest to the country; co-ordination of the leadership in the organization of a national library service; national bibliographical service; research in library techniques; education in librarianship at an advanced level.
II. STRUCTURE AND GOVERNMENT	The library should normally be provided by an organ of local, regional, state or central government, singly or in association. The library organiza- should be capable both of establishing and maintaining a comprehensive and efficient service. While policy decisions should be made by democratically appointed persons, day to day management should be in hands of a professional librarian.	The library should be administered as part of the school and subject to its conditions. The library should also be associated with a larger school library organization, provided by the area administering the school or a larger unit, or the public library service, so that the maximum number and range of books and other materials and staff services can be made available.	The library should be administered by a librarian directly responsible to the head of the university or institution. A library committee with advisory functions only should be appointed consisting of representatives of the teaching staff and students. All library provision and staff in departmental and other libraries should be under the control of the librarian, and principles under which separate collections are administered should be stated. The library should co-operate fully with other university or college libraries and with the national and other libraries so as to secure the maximum concentration of bibliographical and other resources.	The library should be under the control of a competent administrator of suitable training and experience, either as a librarian or subject specialist, responsible directly to top management in the organization concerned.	This will vary according to circumstances, for example, it may be combined with a major university. There may be more than one national library, divided by function or otherwise. The library should be under the executive control of a librarian of high qualifications and suitable experience.

	PUBLIC LIBRARY	SCHOOL LIBRARY	LIBRARY IN: UNIVERSITY PROPER; OTHER INSTITUTIONS OF HIGHER EDUCATION	SPECIAL LIBRARY	NATIONAL LIBRARY
III. SERVICES	The library should provide a comprehensive service to the community. This service should include lending materials to all literate adults and children, whether as individuals or groups, as well as a reference and information service to all sections of the community, including business and commerce. Loan and use of printed and certain other material, and reference and information services should be without charge. Standards should be set down outlining a desirable pattern of service points and hours of service. Library materials should be efficiently arranged and catalogued and should be easily available, with as much open access as possible. The library should also act as a centre of educational and cultural life for persons of all ages. Services should be available to all without discrimination.	The library should provide a lending and reference service to students and staff and organize book and non-book material for their use throughout the school. It should also provide instruction to the students in the use of books and accommodation for independent work.	The library should provide accommodation for independent study by students and research workers, together with the printed and other material required for their work and cultural development: should provide instruction in the use of the facilities offered by the library: Should provide also for the library needs of academic staff and other persons, including industrial firms and organizations: Should provide central catalogue of library holdings and central acquisitions and processing: Library materials should be readily available, with as much open access as possible.	The library should provide materials for reference or lending, information and other services to further the objects of the organization served, bibliographical services such as literature searches, translations, abstracts and indexes, and other means, for the efficient dissemination of information.	The library (or libraries) should provide: reference collection of the nation's literature complete for current publications through legal deposit and as complete as possible for earlier literature; Major reference collection of materials in foreign languages; National bibliographic service, compiling and publishing a national bibliography and national union catalogue. Lending (apart from specially created national lending libraries) should be controlled, no material provided under legal deposit to be lent, but photocopying facilities should be available. The library should issue publications relating to its work and library services generally. Standards would be required indicating how far the library should directly assist other libraries, particularly public libraries, with the supply of books and other material.

	PUBLIC LIBRARY	SCHOOL LIBRARY	LIBRARY IN UNIVERSITY PROPER	LIBRARY IN OTHER INSTITUTIONS OF HIGHER EDUCATION	SPECIAL LIBRARY	NATIONAL LIBRARY
IV. MATERIALS	The library should provide books and other printed material and also other forms of material such as films, records, tapes, slides, illustrations, through which information can be given and knowledge and understanding acquired. Categories of material should be defined. Facilities should be provided for access to contemporary programmes of radio and television. Other standards should indicate how the comprehensiveness, quality and objectivity of the material should be assured and recommend minimum quantitative standards, appropriate to local circumstances, for printed and, where possible, other kinds of material.	The library should provide all appropriate forms of material by which information and understanding can be acquired: books and other forms of printed material, maps, illustrations, pictures and various types of audio-visual material. Standards should indicate how the quality of the material should be assured and recommend minimum quantities of the different material according to local bibliographical and other circumstances. Materials should be selected by the librarian in association with the teaching staff and others concerned as users.			The library should provide a variety of forms and types of material appropriate to the particular library, such as books, pamphlets, reprints, translations, periodicals, newspapers, technical reports, patents, specifications and standards, and audio-visual materials and special collections. The range and depth should be determined by the objects of the organization.	The library (or libraries) should provide access to materials in all forms, books, manuscripts, pamphlets, periodicals, newspapers, music, maps, prints, engravings, as well as other means of communication, such as micro-film, gramophone records, tapes, computerized data, bibliographical aids, such as lists of current and older publications, catalogues, indexes, etc.

Quantitative standards for book and other materials must be calculated by local librarians having regard to the extent of available local language material and the extent to which material in other languages will be useful. Accession standards must be worked out locally having regard to the state of publishing, the extent of use, the physical quality of books produced locally and other factors.

V.
STAFFING

GENERAL

Standards should:

Stress the vital importance of staff adequate in numbers and quality from the highest professional to the lowest clerical and manual worker, since without them the most comprehensive collection of library materials is almost useless;

Define the minimum personnel, educational, professional and other qualifications necessary for work in the particular type of library, which consists basically of successful selection and organization of materials and promotion of their use;

State that professional staff should be available to provide professional services at all hours when libraries are open or when such services are required;

Define broadly the nature of professional duties within the library and should state that sub-professional, clerical and other staff should be employed in sufficient numbers to enable professional staff to undertake the maximum amount of professional work;

Indicate numbers or proportions of professional staff and other staff, having regard to relevant factors such as population, student and staff numbers, readership, issues, accessions, and other circumstances;

State that conditions of appointment and employment should be such as would attract suitable persons to undertake the work and posts should be organized as part of a career service.

PUBLIC LIBRARY	SCHOOL LIBRARY	LIBRARY IN UNIVERSITY PROPER; LIBRARY IN OTHER INSTITUTIONS OF HIGHER EDUCATION	SPECIAL LIBRARY	NATIONAL LIBRARY
Standards should state that specialist staff should be used for certain work, e.g. with children and schools, reference, advice to readers, music, and should be available to support the work of other members of staff.	Standards should define the respective rôles of teachers, with some library responsibility and training and qualified librarians, and should state the point at which and the duties for which a qualified librarian or media specialist is required.	Standards should indicate the extent to which professional members of staff should be involved in the educational programmes of the institution, instructing the students and others in the use of the library, and in other ways.	Standards should define the various posts required, library administrator, literature searchers, abstractors, translators, information systems specialists.	Standards should indicate the nature of academic and library specialisms required in the library, and the part staff should play in other work, e.g. research and education and training.

VI.
PREMISES

GENERAL

Standards should indicate:

1. That all libraries should be housed in premises suitable for the efficient performance of the library's various functions;
2. That new library premises should be planned on a functional basis (aesthetic and other considerations being secondary), should be flexible and, while being built to satisfy foreseeable needs, should be capable of extension;
3. The importance of a suitable location for both main and subordinate libraries, relative to the convenience of users and to facilitate the library's task of encouraging the use of its facilities;
4. The importance of making the library buildings and furnishings attractive to and comfortable for users, and of giving attention to such features as good lighting, temperature, ventilation and noise control.
5. Ways of measuring areas of accommodation required for different purposes, based on figures for :

VI. (cont.)

(a) books in open shelving and book stacks, and for storage of other material;
(b) readers in reference libraries, reading rooms and other parts of the library, according to type of accommodation (seats only, large or small tables, carrels, etc.);
(c) staff and work processes;
(d) amenities (e.g. refreshment facilities) and services (e.g. air-conditioning);
(e) other library purposes, such as exhibitions, lectures, meetings, classes, staff training.

Each country - or group of countries - will need to work out building standards according to the particular local circumstances which are likely to affect the total amount of space and proportions required for each purpose. For very large libraries, special libraries and national libraries, there is less prospect of standardization, but for all libraries the advice given in authoritative publications, including Unesco manuals for librarianship Nos. 10 and 14, on The small public library building (Note 4) and University libraries for developing countries (Note 5), and the IFLA standards for public library buildings, is likely to prove of value.

Some quantitative standards proposed in The small public library building may be of application to other libraries and to a large number of countries. They are:

Books per square metre of book stack space:	160	
Books per cubic metre of book stack space:	70	One seated reader per 2.33 square metres.
Books per metre of wall space:	164	
Books per metre of double faced shelving:	328	One staff office space per 9.33 square metres.

In addition a study of the information given in earlier chapters relating to standards recommended in different countries will provide guidance.

VII. STATISTICS

Administrative arrangements should ensure the regular collection of selected statistics (e.g. as recommended by Unesco/IFLA), so that the extent to which the service measures up to recommended standards can be ascertained, the use made of the library can be studied, and valid comparisons can be made with comparable libraries.

APPENDIX

STANDARDS FOR LIBRARY SERVICE IN THE SOCIALIST COUNTRIES

It has been possible so far to discuss recommended standards of service in a number of countries by reference to different types of library in each chapter. However, this has proved more difficult to do in respect of the USSR and the Socialist countries in Eastern Europe, except in connexion with standards for public library buildings. A separate appendix has therefore been devoted to the very limited information which the present writer has been able to offer from these countries.

There follows, therefore, brief statements concerning the position in:

(a) the USSR supplied by the Lenin Library;
(b) Czechoslovakia, supplied by the Statni Knihovna CSSR, Ustredni Vedecko-Metodicky Kabinet Knihovnicti (State Library of Czechoslovakia, Central Scientific Methodics Office for Librarianship);
(c) Eastern Germany, supplied by the Zentralinstitut für Bibliothekswesen (Central Institute for Librarianship), Berlin.

The statement relative to Eastern Germany is in the form of the detailed reply received to a questionnaire. It gives, in particular, a good reflection of the qualitative standards expected of the different kinds of library in a socialist economy and form of government. But the quantitative standards, which refer only to State-provided public libraries and trade union libraries, are not so comprehensive as many of those emanating from other parts of the world, which it has been possible to describe in this document.

CZECHOSLOVAKIA(1)

Objectives

1. The legal norm for the activities and organization of libraries in Czechoslovakia is the Act of Parliament No. 53/1959 on the Unified Library System. (Act of Parliament No. 53/1959 of 9 July 1950, Law Gazette 1959, No. 22, page 170-174.) This enactment concentrates on the complexity of services offered citizens in Czechoslovakia through the various networks and types of libraries. The main objective of this enactment is to ascertain free approach to literature to all persons interested through the services of the libraries or, as the case may be, through the services founded on the basis of inter-library relationships. Furthermore the enactment takes up the organizational structure of libraries, with the central library at the head of this system; management problems in the unified library system, relations between libraries, etc. The enactment gives a more detailed specification of the structure of the public libraries in comparison to the remaining networks, because these public libraries fulfil the function of co-ordination centres for the sections of methodological and bibliographical activities, in the unified system. The structure of the public library network basically corresponds to the structure of the system of state administration.

In view of the changes that have taken place as a result of the federalization of Czechoslovakia and in view of numerous reminders on the part of librarians, the revision of this enactment is being considered at present, or the issuing of new, probably national enactments for Bohemia and Moravia and Slovakia. The following public notices were issued on the realization of the enactment on the unified library system: notice No. 51/1963 of the Law Gazette, Ministry of Education and Culture, on the records of libraries in the unified system, on inter-library lending services and the right of priority for libraries to secure literature, magazines and other material for their collections. See Law Gazette of Czechoslovakia 1963, section 30 p.209-212. Notice No. 140/1964 of the Law Gazette, Ministry of Culture and Education, dated 17 June 1964, on compulsory and work issues of books, magazines. See Law Gazette of Czechoslovakia, section 61, p. 1051-1054. Notice No. 110/1965 of the Ministry of Culture and Education Law Gazette, for the State Commission for the Development and Co-ordination of Science and Technics, dated 18 October 1965 on records of foreign literature. See Knihovnik No. 11, -3, page 89-90.

2. The tasks of the various types of public libraries are set by their model organizational rules and statutes. The model organizational rules for regional libraries, dated 3 December 1963, No. 48979/63-V, see Gazette of the Ministry

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(1) The information received was confined to the organization of public libraries.

of Education and Culture 1963, book 35, chapter 108, page 350. The model organizational rules for district libraries, dated 16 May 1964, No. 18840/64, see Gazette of the Ministry of Education and Culture, 1964, book 16, chapter 50, page 168-169.

The model statutes for small centre libraries, issued by the Ministry of Culture of the Czech Socialist Republic on 5 June 1969, No. of ref. 8.223/69-11/3, see periodical Čtenář 1969, No. 7.

The exemplary organizational rules and statutes ensure unified proceedings in library organization and yet an individual application according to local conditions.

Provision of library materials and services

There are as yet no norms compiled for public libraries in Czechoslovakia. The Central Scientific-Methodics Office for the State Libraries of the Czech Socialist Republic means to take up this problem in 1970. For the needs of long-term planning of the development of public libraries, the above-mentioned Central Science and Methodics Office compiled the basic indices as an enclosure to the methodic instructions for the compilation of the five-year plan for 1965-1970. These indices pertain to the following:

the book fund:	number of volumes per 1 inhabitant - 2.82
	composition of the book fund: 40% educational literature
	natural annual loss (the discarding of outdated publications) 5-6%
readers:	15% of the inhabitants
loans:	4 books lent out per inhabitant
composition of loans:	15% educational literature
personnel:	in view of the diverse conditions and disproportions between the Czech lands and Slovakia, various indices were compiled:

The Czech lands

novels - 1 professional librarian handles 15,000 loans
educational literature - 1 professional librarian handles 8,000 loans

In Slovakia

novels - 1 professional librarian handles 10,000 loans
educational literature - 1 professional librarian handles 6,000 loans

Moreover, each regional library must have one employee for bibliographical information and one employee for study - and reading rooms. For the development of methodological work, we were recommended to reckon on the regional scale with one

methodics expert for 60 methodically managed libraries, and for the district libraries one methodics expert for three districts of the region. (Czechoslovakia is divided into 10 regions.)

EASTERN GERMANY

Standards of library service

Objectives

1. How are the objectives of the library defined by the government, or by responsible advisory or professional bodies?

2. Are standards of service or general criteria of excellence indicated in descriptive terms in any document (e.g. that the book stocks must be of a high quality and be fully representative of the various subject matters; that the library should provide for both lending and reference purposes, both book and non-book material; that the library should act as a cultural centre and provide accommodation for this purpose)?

The general objectives of libraries of all kinds can be taken from the "Verordnung über die Aufgaben des Bibliothekssystems bei der Gestaltung des entwickelten gesellschaftlichen Systems des Sozialismus in der DDR vom 31. Mai 1968." (Decree on the tasks of the library system in connexion with shaping the developed social system of socialism in the GDR of 31 May 1968), published in: Gesetzblatt der Deutschen Demokratischen Republik, 1968, part II, No. 78, p.565-571.

"By their means and methods the libraries support the scientific-technological revolution and socialist economy, promote the laying of scientific groundwork especially in predominant branches of the national economy, support the realization of modern management methods and promote the spirit and the implementation of tasks of socialist national defence. In a specific kind they render most advanced knowledge and experience in science and social practical life and contribute towards reaching a high efficiency of scientific research and a quick practical application of these results.

Libraries essentially contribute towards developing a rich intellectual and cultural life and towards steadily increasing the educational and cultural level of all citizens, especially as far as the permanent qualification of all working people is concerned. In the spirit of the Decree issued on 31 March 1967 by the Council of State of the German Democratic Republic "Youth and socialism" (Gesetzblatt part I, p.31) and the Act on the Uniformed Socialist Educational System of 25 February 1965, (Gesetzblatt part I, p.83), libraries promote the universal education and the socialist instruction and self-education of the young generation."

In detail these tasks are laid down in paragraph II, Article 2 of this Decree. Thus also your question No. 2 is answered in principle:

"PARAGRAPH II - TASKS AND SUBORDINATION SYSTEM OF LIBRARIES

Article 2

Fundamental tasks of libraries

(1) In connexion with shaping the developed socialist society, libraries have the tasks to collect, make available and supply books, periodicals, music books, audio-visual documents and material concerning all fields of research, instruction, practical activities, education and leisure time; this must be carried out according to social and functional conditions and must be accompanied by information activities. Libraries must satisfy the differentiated and steadily increasing demands, interests and needs of the society and the readers of all age groups and all professional and educational groups as far as literature and literature information is concerned. Standards are set by demands and needs of pace-makers in all social fields.

(2) Above all, libraries have to orient on the following points:

to supply more quickly modern knowledge of science and technology in order to support the country's economy, especially branches determining the economic structure, in its fight for achieving and co-determining the scientific-technological top level;

to assist in laying the scientific groundwork for producing important products;

to contribute to elaborating prognoses in important fields;

to promote scientific organization of work and production processes and the introduction of new management methods as application of cybernetics and operational research;

to make available and publish new scientific knowledge and advanced experience from abroad, especially from the Soviet Union and other socialist states;

to promote further development of socialist democracy and new socialist relationships between the citizens in social life;

to serve as means of shaping socialist conscience and patriotic education;

to strengthen the readiness of defence;

to help implement the aims of the Uniformed Socialist Educational System on all its stages, especially to promote a permanent qualification of the working people;

to enrich intellectual and cultural life;

to assist in developing the new aesthetic and cultural needs and creative activities of adults, young people and children at their leisure time;

to cultivate, study and make available the cultural heritage.

(3) Libraries and institutions of information and documentation have closely to link their activities. According to their functions, libraries are responsible for acquiring, making accessible and providing necessary information sources. On the basis of information material administered by them they carry out comprehensive information activities and guarantee a co-ordinated and planned bibliographic activity.

Article 3

Research and special libraries

Research and special libraries ensure the satisfaction of need of literature and literature information in science, research, instruction and practice. The predominant task is to solve problems which determine the structure of economy and science and to shape the economic system of socialism. They make available most advanced knowledge and experience of Marxist organization science. According to their functions research and special libraries co-operate with institutions of information and documentation.

Article 4

(1) The "Deutsche Staatsbibliothek" (German State Library) as the central research library collects and makes available important scientific literature from all countries and carries out information activities. It cultivates the scientific and cultural heritage of the German people and has central tasks of national and international importance. The "Deutsche Staatsbibliothek" is subordinate to the Minister for Higher and Technical Education.

(2) The "Deutsche Bücherei" (Germany library) is the German national library. This is the overall archive of literature in German language and the centre of German bibliography. As research institution of the socialist state of German nation it has national functions and is internationally active, too, by cultivating German literature and humanistic traditions. The "Deutsche Bücherei" is subordinate to the Ministry for Higher and Technical Education.

(3) Central special libraries as the "Deutsche Militärbibliothek" (Central library of the armed forces of the GDR) and the "Pädagogische Zentralbibliothek" (Pedagogical Central Library) are the centre of the research library system in the respective field. By co-operation with "Deutsche Bücherei" they create bases for a system of bibliographic work which corresponds to social demands and carry out information activities. Central special libraries have to do methodical work for the special libraries of their respective field. They are subordinate to the heads of the competent central governmental bodies.

Article 5

(1) Libraries of academies collect, examine and make available - in close co-operation with information and documentation institutions - literature which is necessary for the work on scheme topics of the research institutions and advisory bodies of these academies. The presidents of the academies are responsible for these libraries.

(2) The main tasks of university and college libraries consist in collecting and making available research literature for education and science and for instruction of students. As central libraries, the university and college libraries direct and co-ordinate library activities in the respective universities and colleges. At the same time they are important stock centres for research literature of the respective regions. Here they support especially the solution of tasks which are predominant for national economy. There exists a close co-operation between the university and college libraries and the institutions of information and documentation. In accordance with these institutions they do comprehensive information work. The chancellors respectively, the principals of the universities and colleges, are responsible for these libraries.

(3) For a comprehensive and quick supply of the population, enterprises and institutions with research literature and for collecting, making available and providing sources of the respective regional literature as well as in the interest of an appropriate location of books and economical use of literature, each district must have a book stock centre for research literature. In districts where these tasks are not carried out by a university or college library, the town and district library or the "Landesbibliothek" - if there is one in the district - are to be gradually developed into public research libraries of the district. Decisions are to be made with the consent of the Minister of Culture, the Minister for Higher and Technical Education and the chairmen of the competent district councils.

(4) Special libraries of governmental bodies, institutions and enterprises have the task to determine and make available special literature which is necessary for science, research, instruction and practical work of the respective special branches. They are guided by the needs of their respective planning bodies, their radius of action and the special branches. Additionally they have to provide specific information sources for these special branches; this is realized by the co-operation with institutions of information and documentation: the heads of governmental bodies, institutions and enterprises are responsible for the special libraries.

Article 6

(State-run) Public libraries
(Staatliche allgemeine öffentliche Bibliotheken)

(1) As intellectual and cultural centres, the (state-run) public libraries have to contribute towards developing an educated and cultivated socialist nation. Their special task is to win permanently more readers, especially among

the workers, co-operative farmers, children and young people and to increase the quantity of loans and information. By advising the readers in choosing their books and by developing information activities, literature and library publicity, they essentially contribute towards extending the 'movement of reading and learning'.

(2) (State-run) public libraries co-operate with the Free German Youth Organization, the Young Pioneers Organization "Ernst Thälmann", the youth clubs and educational institutions and interest the children and young adults in belles-lettres and special literature. At the same time they promote the education of the young generation as far as socialist conviction and behaviour, independent intellectual work, creative acquisition of knowledge of the objective laws in nature and society are concerned. They use appropriate methods to make children and young people familiar with libraries as well as library and bibliographical tools. Here they are supported by bodies of public education.

Article 7

(1) Town and village libraries organize the supply of library literature for adults, young people and children in their respective territory. In order to satisfy various demands for literature, they co-operate with rural central libraries and town and sub-district libraries, they use the book stock of these institutions for their lending service on condition that the responsibility of local bodies is strictly maintained. Municipal councillors are responsible for town libraries, councillors of village are responsible for village libraries. According to their responsibility for intellectual and cultural life and all educational tasks within their scope, they decide on the systematic development of their libraries. In order to supply the village people with literature from libraries, the community councils are recommended to establish local administrative unions for common use of libraries and for the establishment of rural central libraries. Agricultural co-operatives should also be interested in this action.

(2) Rural central libraries operate - apart from their function as lending library for the place where they are situated - as a centre for guiding the libraries of several communities and for qualifying their heads. In addition to the book stock of community libraries they provide special literature, belles-lettres and children's literature. They exercise information activities within the scope of rural central libraries. They are run by full-time librarians. Rural central libraries are generally subordinate to the council of the community where they are situated, if the competent representations of the community have not made any other arrangements.

(3) Town-and-district libraries, (Städt-und Bezirksbibliotheken) as well as town-and-sub-district libraries, (Städt-und Kreisbibliotheken) have to make available, to provide and to make accessible scientific and special literature, belles-lettres and other sources of information which are necessary for the various fields of action but can only be used efficiently by lending services between the libraries. They are also lending libraries for the places where they are situated. Additionally, town-and-district libraries, as well as town-

and-sub-district libraries, operate as methodical institutions to support the activity of state-run public libraries in the district or sub-district. That is why arrangements about tasks, methods, accounts and financial problems are to be fixed between the councils of sub-districts and the councils of towns in which the council of the sub-district is situated as well as between the councils of districts and the councils of the district towns. If no other agreement between the responsible councils is made, the councils of towns are responsible for the respective town-and-district as well as the town-and-sub-district libraries.

Article 8

School libraries promote socialist education and instruction for pupils in their classes and during their after-school activities. They support pupils in doing their homework, especially by providing and publicizing literature according to their curricula. School libraries are to be fully used for shaping the many-faceted interesting life of the Free German Youth Organization and the Young Pioneers Organization "Ernst Thälmann". The honorary heads of school libraries get advice and help from the Town-and-sub-district libraries or the rural central libraries. The headmasters are responsible for the school libraries.

Article 9

Libraries of institutions for aged and disabled people and hospital libraries support the tasks of the respective institutions by providing, making available and publicizing literature. The heads of hospitals and institutions for aged and disabled people are responsible for these libraries."

In the above-mentioned Decree of the Council of Ministers, trade union libraries are not taken into consideration. The following resolution determines their tasks and methods of work.

"Die Aufgaben der Gewerkschaftsbibliotheken im entwickelten gesellschaftlichen System des Sozialismus. Grundsätze für die Tätigkeit und Leitung der gewerkschaftlichen Bibliotheken. Beschluss des Präsidiums des Bundesvorstandes des FDGB vom 8 November 1968". (The tasks of trade union libraries within the developed social system of socialism. Principles for the activity and management of trade union libraries. Resolution of the Presidium of the Federal Board of the Free German Trade Union Organization of 8 November 1968), published as annex of the magazine Kulturelles Leben (Cultural life) No. 1/1969.

Here it is said in paragraphs 1-3:

"Tasks of trade union libraries

(1) Within the framework of shaping the developed social system of socialism the tasks of trade union libraries consist in satisfying the steadily increasing and

differentiated needs of readers of all age groups, professional and educational groups in factories, institutions and offices. Thus they must essentially contribute towards developing a rich intellectual and cultural life and towards increasing the educational and cultural level of the working people within their sphere of activity. They have to promote political, aethetic, ethic and special training and advanced training of the working people, to assist in socialist education of the young generation and to contribute to organizing a carefully planned activity at leisure time.

As cultural institutions of the trade union organization, they are to enlarge, by their means and methods, intellectual and emotional life of the working people, to promote co-operation between workers especially pace-makers and writers and writing workers and to develop publicity of literature (literatur-propaganda) which shall help to make the working people essentially familiar with socialist literature and the great classical achievements of culture and arts of the past and present time.

Trade union libraries promote the development of a new socialist relationship between the working people and culture. They concentrate especially on the working class and above all on the most progressive strata, socialist work-teams and teams of innovators as well as socialist teams of young workers; thus they contribute essentially to realizing the slogan "all workers read".

(2) <u>The main points of the activity of trade union libraries are the following</u>:

Active political and ideological activity of convincing people in order to strengthen the GDR in all fields; political, moral, ethic and aesthetic education and instruction of the working people, to consolidate the socialist state conscience and socialist life and national feeling, to deepen socialist patriotism and to increase defence power;

To make available most advanced knowledge in the field of science and technology in order to lay the scientific groundwork and to develop pioneer performances in science and technology; to apply socialist organization science, to organize socialist education from the political and ideological point of view, to deploy socialist team work and to realize the slogan "help plan, work and govern!";

To deepen friendship with the Soviet Union and other socialist countries, to consolidate the socialist state community and international proletarianism as well as solidarity with the international working class and with the peoples fighting for their liberty;

To solve these tasks, trade union libraries are to collect, catalogue and lend books, periodicals, printed music, audio-visual documents and materials of all special science branches. They do many-sided and comprehensive information.

With further reference to your question 2, please see the respective paragraphs in the above-mentioned text, (e.g. Article 2 - 1; Article 4 - 1, 2; Article 5 - 1, 2, 3, 4; Article 6 - 2; Article 7 - 1, 2, 3; Article 8). Furthermore, Article 11 of the Decree of 31 May 1968 deals with the general aims of stock-building; see the following:

Article 11

Stock-building

(1) The tasks and the information demand of bodies being responsible for planning concerning perspective plans and the period of prognosis as well as the demands for literature supply and literature information resulting from it determine the stock building of libraries. Capacity and performance of libraries have steadily to be adapted to changes of vocational structures and density of population. Bodies being responsible for planning have to make thorough determinations of the functions and stock designing of libraries with a view to subject specialization. The "Sammelschwerpunktplan der wissenschaftlichen Bibliotheken der DDR" (Plan of subject specialization of the research libraries of the GDR), issued by the Ministerium für Hoch-und-Fachschulwesen (Ministry of Higher and Technical Education) in accordance with the competent planning bodies and institutions of information and documentation is a guideline for coordinating the stock building of research and special libraries.

(2) In the framework of co-operation relations and net-work of (state-run) public libraries, the town-and-district libraries, town-and-sub-district libraries and rural central libraries are to be developed into efficient stock centres which can always support libraries in villages and towns.

(3) Bodies responsible for planning have to guarantee that literature, which is necessary for all libraries within their respective range of activity, is always at the disposal and that additional literature demands can be satisfied by the use of inter-library loans.

3. What are the common forms of public or popular library organization, and does the form of organization significantly affect the standards of library service possible? Alternatively, are standards of service stated centrally and the local organization adjusted (e.g. through regional organization and support from other libraries) to enable efficient service to be provided?

Please see answers to question No. 1. Furthermore, the general importance of close co-operation and co-ordination in library work is laid down in Article 10 of the Decree of 31 May, see extract following:

Article 10 - Socialist team-work

(1) Libraries fulfil their tasks by their own responsibility, and coincidentally organize socialist co-operation between libraries. By respecting self-responsibility, libraries co-operate in a library network in order to use efficiently all

capacities of the library system, co-ordinate reasonably the tasks of libraries and divide labour rationally. This requires that co-operation relations between libraries must be developed and extended according to the respective demands.

(2) These multifarious co-operation relations are to be concentrated on the following points:

to co-ordinate the shaping of the book stocks, their allocation and the respective acquisition of books;

to catalogue the stock of research and special literature by extending the central catalogues and by the systematic application of new forms of cataloguing;

to extend and speed up the inter-library loan with the aim of maximum use of all book stocks;

to plan and develop bibliographic activity jointly and to assist each other in information activity;

to take measures in order to win new readers and engage in library and literature publicity;

to exchange experience in all fields of organization, techniques and methods of library work.

4. Are there any special problems affecting library organization such as linguistic minorities with small annual book production in their languages?

The Sorbs are a linguistic minority living in the districts of Dresden and Cottbus. State-run public libraries and trade union libraries in these districts are obliged to acquire literature in Sorbian language published by the publishing house "Domowina" at Bautzen.

5. Are there any standards determining the size of population which justifies the provision of a full-time library (or various kinds of part-time libraries, including mobile libraries)?

Full-time personnel in (state-run) public libraries is justified with a community of 5,000 inhabitants. All communities of more than 5,000 inhabitants are obliged to have their public libraries run by full-time personnel.

The following decrees are the basis for determining the number of posts resulting from the number of inhabitants and readers: "Anordnung zur Einführung eines Rahmenstellenplans für allgemeine öffentliche Bibliotheken in Gemeinden von 5,000 bis 100,000 Einwohner, vom 30 Sept. 1955" (Decree on the introduction of a skeleton position plan for public libraries in communities of 5,000 to 100,000 inhabitants of 30 September 1955), contained in: Gesetzblatt der DDR, 1955,

part II, pp.354. Supplement contained in "Verfügungen und Mitteilungen des Ministeriums für Kultur" (Decisions and information of the Ministry of Culture) 1956, No. 8, p.1.

Direktive für Einfuhrung eines Rahmenstellenplans für allgemeine öffentliche Bibliotheken in Städten über 100,000 Einwohner und in Bezirksstadten" (Instruction on the introduction of a skeleton position plan for public libraries in towns of more than 100,000 inhabitants and in district towns), contained in: Verfügungen und Mitteilungen des Ministeriums für Kultur 1956 II Sonderdruck, S.3., (Decisions and information of the Ministry of Culture 1956) second special issue, p.3.

The above-mentioned skeleton position plans classify the envisaged personnel in about 50 per cent librarians and 50 per cent library assistants (library technicians). One library worker can be employed for 500 readers (from experience at least = 20,000 loans). Libraries with regional tasks (town-and-district libraries, town-and-sub-district libraries) are allotted additional personnel for these activities (in sub-district libraries, for instance, 2 employees). Because of the rapid development of public libraries in the GDR, these skeleton position plans are to a certain extent out-of-date. In "Richtlinie für die Planung und Projektierung gesellschaftlicher Bauten im Wohngebiet. Kultureinrichtungen" (Directive for planning and projecting social buildings in living areas. Cultural institutions) of 1966 (exact title see question 13) it is said 1,200 readers are given 1.5 library personnel, that is, 1 librarian, 1/2 library technician.

Libraries in communities of less than 5,000 inhabitants are generally run by honorary or part-time personnel. There is no community in the GDR without a state-run public library. The heads of libraries are paid according to the measurable activity of their library. (A new regulation for this compensation is under consideration.)

In the countryside there exist about 400 (rural) central libraries - mostly in communities of less than 5,000 inhabitants - which are also run by full-time personnel. They are the centre of stock and methodics for about 5-8 community libraries on the average, which are run by honorary personnel. (See also answers to question No. 1 Article 7 (2)).

The basis for employing full-time personnel in trade union libraries is the number of staff in an enterprise. The limit is 1,000 workers. An enterprise with a staff of 6,000 can employ, for instance, 4 library workers for its library. Contained in: "Die Aufgaben der Gewerkschaftsbibliotheken im entwickelten gesellschaftlichen System des Sozialismus. Grundsätze für die Tätigkeit und Leitung der gewerkschaftlichen Bibliotheken. Beschluss des Präsidiums des Bundesvorstandes des FDGB vom 8. November 1968".(1) (The tasks of trade union libraries within the developed social system of socialism. Principles for the activity and management of trade union libraries. Resolution of the Presidium of the federal board of the Free German Trade Union Organization of 8 November 1968).

(1) See also page 218.

6. Total book stocks:

(i) Are there any required or recommended standards for total number of books or other printed material in libraries serving different sizes of population?

(ii) Are these recommended figures sub-divided, e.g. for adults and children; for fiction and non-fiction;for lending libraries and reference libraries?

General guiding principles for stock building are laid down in Article 11 of the above-mentioned "Decree on tasks of library system ... of 31 May 1968". (Translation of Article 11 see pages 254-255).

At the end of 1968, (state-run) public libraries of the GDR had a total book stock of about 1.1 volumes per inhabitant. According to the "Teilprognose-staatliche allgemeine öffentliche Bibliotheken (S.A.O.B.) - Entwurf", (project of partial forecast - state-run public libraries) of November 1968 (mimeographed) elaborated by the Zentralinstitut für Bibliothekswesen (Central Institute for Librarianship) it is to strive to increase the total book stock of all state-run public libraries by 1975 to about 1.5 volumes per inhabitant (on the basis of present stock this varies in different districts from 1.4 to 1.7 volumes). Confirmed standards expressed in figures are still missing, but projects are being prepared.

7. Annual purchase of new material:

(i) Are there any required or recommended standards for total number of books or other printed material in libraries serving different sizes of population?

(ii) Are these recommended figures sub-divided, e.g. for adults and children; for fiction and non-fiction; for lending libraries and reference libraries?

Standards expressed in figures have not yet been confirmed. General rules are given in Article 18 of the above-mentioned "Decree on tasks of library systems": "Heads of governmental bodies and institutions as well as heads of enterprises with libraries have to ensure that ... the stock of books, printed music, periodicals and other information sources - according to social demands in their field of activity and relating to the permanently increasing use of libraries - will be developed and extended continuously."

8. Annual withdrawals

Are there any ratios or proportions recommended for withdrawal of worn-out and obsolete book and other printed matter?

In a decree, which will be passed very soon, it is recommended to base replacement on the fact that a yearly wear and tear of 8.5 per cent of the total book stock must be taken into consideration. (Indirectly, this answer is also valid for question No. 7).

In general, the obligation of weeding of the stock is fixed in a governmental directive "Richtlinie uber die Bestandssichtung in allgemeinbildenden Bibliotheken" vom 20 September 1963 (Decree on weeding of stock in public libraries of 20 September 1963), in: Verfügungen und Mitteilungen des Ministeriums für Kultur 1963, Nr. 9, 3, 49; see also in: Der Bibliothekar 17 (1963) 10, p. 116-117.

9. Non-book material - e.g. gramophone records, films, tape recordings

Are there any recommended standards of provision of this type of material for different sizes of population?

Standards are still missing.

10. Reference libraries or reading rooms

Are there any standards governing the number of places to be provided for readers in reading rooms?

Regulations are still missing, but see also answers to question No. 13.

11. Are there any special standards in this field, e.g. is there guidance as to the nature of the reference material to be provided?

The following directive of the Ministerium für Kultur (Ministry of Culture) guarantees that bibliographic reference books are available in public libraries: "Anweisung über den Bezug bibliographischer Nachschlagewerke in den allgemeinbildenden Bibliotheken. Vom 7 January 1965" (Directive on subscription of bibliographic reference books in public libraries, 7 January 1965) in: Verfügungen und Mitteilungen des Ministeriums für Kultur (Regulations and information of the Ministry of Culture) 1965, No. 2, p.18-19; see also in: Der Bibliothekar, 19 (1965) 2, p.161-162.

By this directive public libraries are obliged to subscribe to certain bibliographic reference books and additional information material, e.g. recommendatory bibliographies. For this reason libraries have been classified into 3 groups according to size:

(a) Libraries in district towns or in towns and boroughs of more than 80,000 inhabitants and trade union libraries with more than 25,000 volumes.

(b) Libraries in sub-district towns or in towns and boroughs of 20,000 - 80,000 inhabitants or trade union libraries with 10,000 - 25,000 volumes.

(c) All remaining libraries run by full-time personnel.

The subscription of newspapers and periodicals by state-run public libraries is laid down in: Zeitungen und Zeitschriften für staatliche allgemeine öffenliche Bibliotheken - Empfehlungsliste. (Newspapers and periodicals for (state-run) public libraries - recommendatory list). From: Mitteilungen und Materialien des Zentralinstitut für Bibliothekswesen, 1968, No. 5, p.223-235. (A new edition is being prepared and will be published in the first half of 1970.)

The obligation of (state-run) public libraries to do information work is laid down in "Richtlinie über die Informationstatigkeit der allgemeinen öffentlichen Bibliotheken. Vom 20 Juni 1966". (Directive on information work of public libraries of 20 June 1966) in: Verfügungen und Mitteilungen des Ministeriums für Kultur (Regulations and information of the Ministry of Culture) 1966, No.7, p.89-91; see also in: Der Bibliothekar 20 (1966) 12, p. 1305-1308. (To a certain extent, these references are also important for the answers to your questions No. 1 and No. 2.)

In this directive, tasks in the field of information activity are determined, information sources and information material as well as features of information retrieval are defined in detail and libraries are given the obligation to publicize their possibilities of information retrieval. Additionally the library schools are obliged to include library information activity within their curricula.

12. Staff

Are there standards for total staff and for types of staff, particularly for qualified librarians?

As far as provision of envisaged jobs in (state-run) public libraries and trade union libraries is concerned, see answer to question No. 5 (provision of a full-time library), p. 222.

13. Premises

Information is required as to the areas (in square metres) recommended for the principal rooms in public libraries according to the number of inhabitants served and, if possible, total areas (per thousand population or other suitable unit of comparison). Information regarding such matters as numbers of books per standard unit of shelving, space between shelves, and space allowed per reader in reading room, should be provided, if possible.

Principles for library buildings are given in "Richtlinie für die Planung und Projektierung gesellschaftlicher Bauten im Wohngebiet. Kultureinrichtungen" (Directive for planning and projecting social buildings in living areas. Cultural institutions). Hrsg: Ministerium für Bauwesen. Deutsche Bauakademie. Berlin 1966. 12. (Deutsche Bauinformation.)

In this directive, principles for determining the capacity of main libraries, branch libraries (to 20,000 volumes) and library points (with at most 1,000 volumes) are explained in detail. Decisive factors for dimensions are:

Number of inhabitants within the area of activity of the library: book stock (5 to 6 volumes per reader or 2,000 volumes for 1,000 inhabitants); number of readers (percentage of population); staff (1.5 skilled personnel for 1,200 readers including 1 librarian, 0.5 library technician).

As to the need of space for libraries perhaps the following example applying to branch libraries of public libraries will do:

Area of open access:	1 sq.m./40 volumes (2.5 sq.m./100 volumes)
Set of shelves:	150 volumes/m length of shelves for adults 100 volumes/m length of shelves for children
Place for skimming books:	1 place/6 m. length of shelves

You must add rooms for personnel (according to the number of personnel between 14 and 18 square metres) and rooms for social and sanitary installations.

In the above-mentioned directive, with proposals concerning the measurement of furniture, hints are also given in connexion with function relations in libraries, e.g: open access areas and office rooms of libraries are to be joint to make an efficient and consistent unit ... Office rooms of libraries must be well situated in connexion with places where books are being received and delivered ... If possible, open access rooms are to be linked with reading rooms or places ...

USSR

Information on standardization in the libraries of the USSR

In the Soviet Union standardization is applied on a large scale to libraries according to their various types. The forms of standardization, and the library processes to which it is applied, are determined and controlled by regulations, statutes, instructions, rules and norms approved by the committee on standards, measures and measuring instruments of the Council of Ministers of the USSR, by the Ministry of Culture of the USSR, and the Secretariat of the All-Union Central Council of Professional Unions.

Thus:

(1) In 1939 a series of rules were approved as a government standard, entitled "System of informational-bibliographical documentation";

(a) The description of books for catalogues;
(b) Rules for the description of periodicals for catalogues;
(c) Rules for the description of printed works for bibliographical and informational publications.

In the same series the following were compiled and submitted for approval:

(a) The abbreviation of Russian words and compound words in library and bibliographical description;
(b) The abbreviation of foreign words and compound words in European languages in library and bibliographical descriptions.

(2) In the development and organization of the network of public libraries the following serves as a guide: "Exemplary rules for the organization of unified network of public libraries". These rules lay down the principles of the organization of the public library network in villages, towns, and workers' settlements, the procedure for opening hours of public libraries, the minimum book stock needed for a new library.

(3) The form and policy for the work of various types of libraries is determined by model statutes and rules according to the type of library. Existing statutes are: model statute for the State Library of a Republic of the Union; model statute for the libraries of a province (oblast'), district (krai), and an autonomous republic; model statute for a state children's library of a Union Republic; model statutes for children's libraries of a province, a district, and an autonomous republic; model rules for a regional library of the system of the USSR Ministry of Culture; rules for a trades-union library; model statute for a society's library etc.

The acquisition of book stock is done according to the rules for acquisition.

(4) In questions of assessing the quantity of book stock (for single and for groups of libraries), of technical processing of literature, the organization of stock, of service to readers, and time and work study, the following are authoritative:

(a) The minimum of library techniques in public libraries: instructions and forms of assessment, of which the 9th edition has appeared, and the 10th is in the press;

(b) The manuals The technique of work in a provincial (oblastniy) library: instructions and methodological hints, Moscow, 1959; and Unified rules for the description of printed works and the organization of the alphabetical catalogue for medium-sized libraries, 2nd edition, rev. and augm., Moscow, Kniga, 1968; and Rules for the bibliographical description of printed works; a handbook for bibliographers, scholars and editors, compiled by N.A. Nikiforovskaya, Leningrad, 1964. (Library of the Academy of Sciences of the USSR), and also the instructions for cataloguing of public libraries and the libraries of provinces, districts and autonomous republics.

(5) In their work libraries are guided by standards concerning the basic processes of library work.

Model rules, statutes, instructions and norms for public libraries are to be found in the reference work "Instructional materials in librarianship", Moscow Kniga, 1968. (Rukovodîashchye materialy po bibliotečnomu dîelu; spravočnik. Moscow, Kniga, 1968.)